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ABSTRACT

This book constitutes the teacher's manual for "The Dynamics of Relationships," a program designed as a preventive approach to the many social problems affecting young people and their families today. The book notes that the major causes of young people acting in negative and destructive ways include low self-esteem, poor communication skills, inadequate coping skills, unrealistic expectations about relationships, and misunderstanding of gender roles. The program's objectives are to help students develop and maintain: (1) a strong and secure self-image; (2) effective communication skills that enable them to deal with anger and conflict on a safe level; (3) strong coping skills that will allow them to better handle disappointment, rejection, and loss; (4) realistic expectations about the complexity of adult roles, relationships, marriage, parenting, and family life; and (5) a clearer understanding of the commitment, flexibility, and dedication necessary to make relationships work (friendship, parent-child, love, marriage, parenthood, employee). The manual contains the program's student text in its entirety. There are various activities within each chapter, plus review and discussion questions at the end of each chapter. Also included are various experiential exercises and teacher activities that can be used in conjunction with each chapter, as well as a list of songs, resource materials, and contacts. (AA)

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ED 398 995

The Dynamics of Relationships

A Guide for Developing Self-Esteem and Coping Skills for Pre-Teens and Young Children

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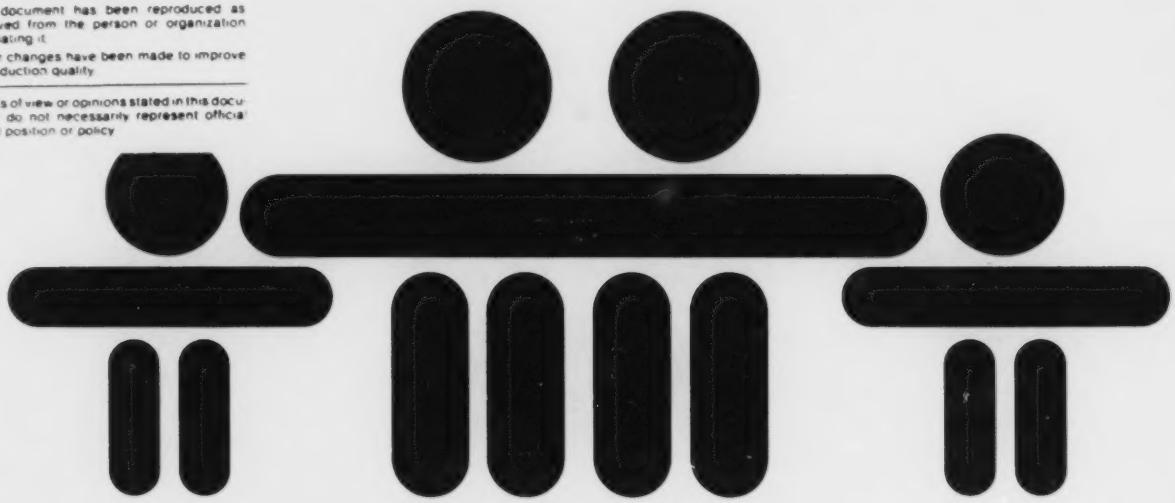

by Patricia Kramer

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TEACHER MANUAL

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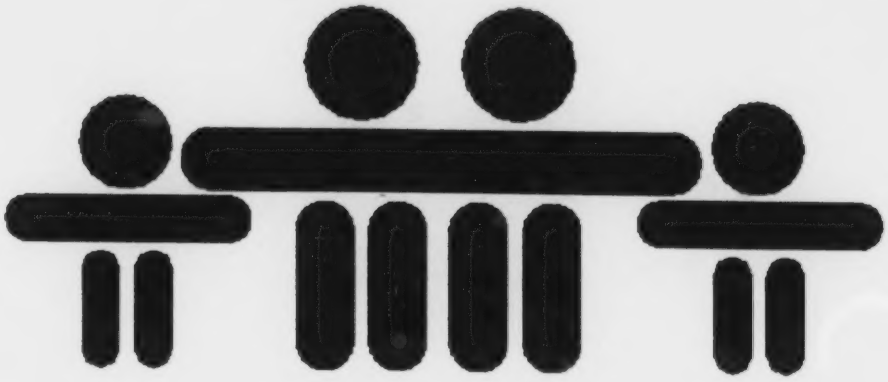

A GUIDE FOR DEVELOPING SELF-ESTEEM AND COPING SKILLS FOR PRETEENS AND YOUNG CHILDREN

@ 1994; ISBN #929577035

CREATED BY PATRICIA KRAMER & LINDA FRAZER

Edited by Fyllis Hockman

Cover by Steven Kricun

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TEACHER MANUAL

= EQUAL PARTNERS

14526 Banquo Terrace, Silver Spring, Maryland 20906

(301) 438-0082; FAX (301) 438-0083; 1-800-438-0081

. . . ABOUT SELF ESTEEM

"Our biggest problem is that teenagers in this city have low self-esteem. If you don't respect yourself, how can you respect other people?"

— Teenager, Washington, DC

"You have to set a foundation (for self-esteem), and it has to be from grade one. By eighth grade, half of us are gone anyway."

— Teenager, Detroit, Michigan

"The profile of the drug-abuser is a person with poor discipline skills, an inability to delay gratification and poor self-esteem."

— Director, Phoenix Drug Academy

"As you begin to change a student's self-esteem, their grades and attitudes follow." — Principal, New York City

". . . Improving self-esteem may be the best way to stop criminal behavior."

April issue of the *American Journal of Orthopsychiatry*

WHAT PEOPLE ARE SAYING ABOUT . . . *'THE DYNAMICS OF RELATIONSHIPS'*

"Never in my fourteen years of teaching have I seen a course have such a dramatic impact in changing negative attitudes in young adults as "The Dynamics of Relationships". . . ."Your program was the missing ingredient that kept some of my seniors from dropping out of school. As a matter of fact, it was the sole reason they hung in there until June and graduated."

— Leroy Swain, High School Social Studies Teacher, Washington, DC

"Your book is a masterpiece, and I'll do everything I can to help it find its way to young people, their parents, their counselors, their teachers and others interested in the well-being of youth."

— Ann O'Keefe, Former Chief, Family Support Division, Dept. of the Army

"Without exception, the class offers an extremely valuable opportunity for students to develop effective adjustment and coping skills, improve dramatically in the area of self-image, and learn to clarify their values."

— Richard Cooke, School Psychologist, Woodstown, NJ

". . .After four weeks, the 140 students in 'Dynamics' are showing significantly more interest in school. They are coming to believe that they are important people in the school environment. They are learning how to make a positive difference for themselves." . . — Dr. Lyle E. Boyles, Superintendent, Augusta, Kansas

"I run a group for offenders of violent crime and have used some of the exercises in the book and found them to work well with the population."

— Margaret Kovac, Farmington, Connecticut

To my Mother who died on January 9, 1989. I am sorry that I could not take away your sadness or your pain. In your memory I dedicate my life to helping others so that they may enjoy and take part in all that is beautiful and good in this world.

IN MEMORY OF TOM HELD

THIS BOOK IS DEDICATED TO THE MEMORY OF TOM HELD WHO DIED ON JULY 7, 1987. TOM TAUGHT ONE OF THE FIRST PILOT CLASSES OF THE DYNAMICS OF RELATIONSHIPS AT ANACOSTIA HIGH SCHOOL IN WASHINGTON, D.C. IN 1985. HE WAS STRONGLY COMMITTED TO HELPING YOUNG PEOPLE AND CARED DEEPLY ABOUT HIS STUDENTS, AS HE DID HIS OWN TWO DAUGHTERS, SUSAN AND TOBY. TOM AND I BECAME GOOD FRIENDS AND I WILL MISS HIM.

BEFORE HE DIED, HIS 14 YEAR OLD NIECE WROTE THESE WORDS OF LOVE TO HIM:

DEDICATED TO MY UNCLE TOM,

"LOVE IS THE DEEPEST OF WORDS ONLY USED TO EXPRESS SPECIAL FEELINGS AND NOT TO BE TOSSED ABOUT CARELESSLY. FOR IF USED IN SUCH A WAY, THEN IT GROWS TO BE MEANINGLESS. LOVE IS AN INVISIBLE BOND, AND IF WASTED, THEN THAT BOND IS BROKEN. AND LOVE IS SO SPECIAL THAT WE CAN'T AFFORD TO WASTE IT.

Love Is A Special Expression From Deep Inside The Heart That Shows Great Admiration, Gratitude, Affection, Understanding Sensitivity, And, Most Of All, A Unique Warmth That Is Felt Only Between Very Special People.

In Times Of Sickness Or Health, Wealthy Or Poor, My Love For You Will Make Strong Our Invisible Bond.

For The Healthiest Are Those Who Have The Strength In Their Heart To Love, And The Wealthiest Are Those Who Have More Love To Share Than Money To Spend.

And All This Makes Strong Our Invisible Bond Of Love, Ours, You And I."

Love Always,

Jill

ACKNOWLEDGEMENTS

I wish to acknowledge and thank the many people who have supported me emotionally, financially and physically in this endeavor. The real list would probably be too long to fit on this page, so I will limit it to the wonderful few who have been or were involved with me in this project from the very beginning.

First, I must acknowledge those authors and cartoonists whose material I may have used, referred to or quoted whom I have not been able to track down to get their permission. And a special thanks to "Skippy" for his wonderful artwork and for helpilng me out when I was in such a tight bind.

I particularly want to thank Rowan Wakefield, Sr. Editor of American Family, and David Hackett of Youth Policy Institute who believed in my goals and allowed me to affiliate with their organizations. I want to acknowledge those experts in the field who either invited me to join their training seminars or gave me some personal attention so that I might benefit from their expertise. There are a few friends who helped by giving me their continued friendship, undying support and encouragement; Linda Bernhardt, Kitt , Sue Lombardo and Eve Pokornicky. I want to thank Sharon Kopstein for her early editing assistance of the original book, and Lisa Gibson and Blanche McQuade who voluntarily offered their typing skills when this was just a pipe dream. I'd also like to acknowledge Bill Pratt who introduced me to the computer that I can no longer do without, after he lent me his very own personal computer on the very day we met and to the two young high school students who typed this difficult manuscript while we were just learning how to use the computer. They somehow were able to learn the computer techniques while deciphering almost illegible notes and putting up with my moods which—to say the least, were difficult. They also were able to give me insight into a seventeen year old's mind. Their names are Theresa Whitt and Letitia Wright.

I would also like to acknowledge a number of Washington foundations who believed enough in this program to offer financial assistance and also a special friend for his financial contribution. The foundations are the Lucas-Spindletop Foundation, The Corina Higginson Trust The Jr. League of Washington, The National Bank of Washington, The Dreyfuss Foundation, and the Eugene and Agnes E. Meyer Foundation. I would also like to acknowledge the Washington, DC public schools for allowing me to pilot this program for the very first time in 1984. Emma King, Supervisor of Home Economics and Delores Burnett of the Department of Instruction were responsible for my achieving that goal and teachers Ozetta Bozeman, Tom Held (who died of AIDS in 1987), Leroy Swain, Steve Powell, Bruce Pendleton and Diana Stovall who have kept the program alive, saved a few lives and have truly made a difference.

This new revised edition which has been published in early 1990 is a result of the tedious, toiling and creative work of Fylllis (with an F) Hockman who has done such an incredible job of taking an already great book and making it even better. She now understands that I hate to lose and hate to admit that I am wrong even when I am. She has finally gotten used to fighting with me to prove that she is right. **Fyllis, thank you.**

And finally, I would like to say thank you to my parents who never really understood my decision to take three years of my life—without any income—to write this program, but who stood by me anyhow. And to my mother who died on January 9, 1989 who will continue to stand by me forever, I dedicate this book and my life.

Pat

I would like to thank the many people who supported my decision to leave full-time work to pursue a different life. I would also like to thank the many people who did not support this decision—your doubts and fears helped me reach even further inside myself to truly know that this was the life I wanted.

Each time I have honestly followed my own intuition, my way has been clear. By determining my own views of reality and then changing my thoughts to match that reality, my world has gone from bad to good, from anger to forgiveness, from disease to health. I would like to thank those people who helped me find this gift of the Life Force within, especially Leonard Goldstein and Robert Shapiro. I would like to thank Mary Abrams for giving me her love, support and pencils. Since it is impossible for me to list all those family members friends and employers who helped me along the way, I send each of you my thanks and my love.

Linda

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TEACHER'S THOUGHTS

I have come to a frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather.

As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized.

Dr. Hiam Ginott
BETWEEN TEACHER AND CHILD

TEACHER'S MANUAL INTRODUCTION

"Everyone knows that children cry.
It's part of growing up.
It seems they are crying more today than yesterday.
Maybe there is more to growing up today than yesterday.
Maybe we should find out why this is happening."

Dr. Carl Rogers, a noted psychologist, said this about education in 1968:

"What of education in the year 2000, especially as it involves interpersonal relationships? It is possible that education will continue much as it is concerned only with words, symbols, rational concepts based on the authoritative role of the teacher, further dehumanized by teaching machines, computerized knowledge and increased use of tests and examinations. This is possible, because educators are showing greater resistance to change than any other institutional group. Yet I regard it as unlikely, because a revolution in education is long overdue, and the unrest of students is only one sign of this. So I am going to speculate on some of the other possibilities.

The teacher or professor will have largely disappeared. His place will be taken by a 'facilitator of learning," chosen for his facilitative attitudes as much as for his knowledge. He will be skilled in stimulating individual and group initiative in learning, skilled in facilitating in-depth discussions of the meaning to the student of what is being learned, skilled in fostering creativity, skilled in providing the resources for learning.

We shall, I believe, see the facilitator focusing his major attention on the prime period for learning—from infancy to age six or eight. Among the most important learnings will be the personal and interpersonal. Every child will develop confidence in his own ability to learn, since he will be rewarded for learning at his own pace. Each child will learn that he is a person of worth, because he has unique and worthwhile capacities. He will learn how to be himself in a group—to listen, but also to speak; to learn about himself, but also to confront and give feedback to others. He will learn to be an individual, not a faceless conformist. He will learn, through simulations and computerized games, to meet many of the life problems he will face. He will find it permissible to engage in fantasy and daydreams, to think creative thoughts, to capture these in words or paints or constructions. He will find that learning, even different learning, is fun, both as an individual activity and in cooperation with others. His discipline will be self-discipline.

His learning will not be confined to the ancient intellectual concepts and specializations. It will not be a preparation for living. It will be, in itself, an experience in living. Feelings of inadequacy, hatred, a desire for power, feelings of love, awe and respect, feelings of fear and dread, unhappiness with parents or with other children—all these will be an open part of his curriculum, as worthy of exploration as history or mathematics. In fact, this openness to feelings will enable him to learn content material more readily. His will be an education in becoming a whole human being, and the learning will involve him deeply, openly, exploringly, in an awareness of his relationship to himself, an awareness of his relationships to the world of others, as well as an awareness of the world of abstract knowledge."

"KIDS DON'T CARE WHAT YOU KNOW UNTIL THEY KNOW THAT YOU CARE"

Welcome to the teacher's manual for the program and curriculum, **"The Dynamics of Relationships"—Carl Rogers' dream of what education should be.** This program is both unique and innovative in its field. It was first piloted as a curriculum in the fall of 1985 as a one-year, five-day-a-week elective course in ten Washington, DC schools. The course now is in schools across the nation and in Canada

This material also has been successfully used in a number of different environments. **Teachers, guidance counselors, school social workers and psychologists, mental health and foster care professionals, hospitals, rape crisis centers, social service workers** and many other individuals and institutions have been able to effectively implement this program. Actually, anyone working with youth, particularly in a group setting, will find this material extremely useful. Because it was originally developed for schools, the terminology used here reflects a student-teacher relationship. If you would be more comfortable, substitute those words with the "jargon" that best fits your vocation. I believe that all of you are teachers. You guide, direct, impart knowledge and care about young people, and in my book that makes you a **teacher.**

"The Dynamics of Relationships" program was originally designed as a **preventive** approach to the many social ills affecting young people and families today. It was ***not*** designed to be a crisis-intervention program. And it was ***not*** designed to deal with the symptoms that are mistakenly thought of as the "real" problems of our youth. For years, policy makers and schools administrators have identified **substance abuse, teen pregnancy, suicide, drop-outs, vandalism and violence** as the problems that society must attack and destroy. In reality, they are only symptoms. This approach simply has put a band-aid on the far more serious problems that young people are confronting. If we are to save our children, this archaic approach must stop.

"If you always do what you've always done, you'll always get what you'll always gotten"

REAL PROBLEMS OF YOUTH

These are the **real** problems that are causing our young people to act out in such negative and destructive ways:

I. LOW SELF-ESTEEM.

II. POOR COMMUNICATION SKILLS.

III. INADEQUATE COPING SKILLS.

IV. INABILITY TO HANDLE CONFLICT AND ANGER CONSTRUCTIVELY.

V. LACK OF KNOWING ABOUT ALTERNATIVES, OPTIONS AND CHOICES.

VI. NO UNDERSTANDING OF THE CONSEQUENCES OF THEIR BEHAVIOR.

VII. UNREALISTIC EXPECTATIONS ABOUT RELATIONSHIPS, MARRIAGE, PARENTING, FAMILY LIFE AND CAREERS.

VIII. MISUNDERSTANDING OF MALE/ FEMALE (GENDER) ROLES.

When young people feel good about themselves—are able to communicate their feelings, fears and hopes—are able to handle the daily pressures and stress in their lives effectively—can safely handle anger and conflict—know that they have choices and understand the consequences—they do not feel the need to act out in self-destructive ways. When they are in control of their lives, they do not need to get drunk, stoned or high, seek sex for attention and affection, or be violent toward others or themselves. It's that simple. But this is not to oversimplify the pain and hardships that so many people are forced to live with. Poverty, unemployment, sexual, physical or verbal abuse are very real and, without question, deeply touch the lives of many of our youth. But if we can successfully teach them communication, coping and social skills and find a way to help them build a little self-respect so that they feel okay about who they are, we can help them overcome these hardships. We may also be able to help them not repeat the mistakes of their parents. We can help them to become loving parents, if they should choose to become parents, and productive, constructive adults.

Our goal as educators is to educate and help children grow up to become mature adults who contribute to making this a better world. That means preparing them to be able to find and keep jobs and to enter a vocation of their choice. Most adults who find it difficult to hold on to a job do so not because of a lack of job skills. They usually get fired because of an inability to get along with others, poor attitude and lack of effective communication skills. Once again, it's almost that simple. We can help young people not only keep their jobs, but climb the career ladder as well if we can teach them how to get along—first with themselves —and then with each other.

PROGRAM OBJECTIVES

For those who plan to set up a school program, you will be able to use this text as the major vehicle through which the entire curriculum can be taught. When used as a curriculum or for group activities, "The Dynamics of Relationships' purpose is three-fold: 1) to provide students an arena in which to constructively discuss, explore, and share their feelings about many of the issues with which they are struggling; 2) to provide students the opportunity to learn about and practice the many behavioral choices and options available to them, and 3) to identify effective skills that will help young people cope and be better prepared for their complex adult lives. The program's objectives are to help students develop and maintain:

1) **A strong and secure self-image;**

2) **Effective communication skills that enable them them to deal with anger and conflict on a safe level;**

3) **Strong coping skills that will allow them to better handle disappointment, rejection, and loss;**

4) **Realistic expectations about the complexity of adult roles, relationships, marriage, parenting, and family life; and**

"So the prince and the princess lowered their expectations and lived reasonably contentedly forever after."

5) **A clearer understanding of the commitment, flexibility, and dedication necessary to make relationships work (friendship, parent-child, love, marriage, parenthood, employee, etc.).**

"We send young people on a journey through life without a backpack."
- Gene Bedley

TRAINING/STAFF DEVELOPMENT

Because of the unusual content of **"The Dynamics of Relationships"** and the sensitivity of the material, it's highly recommended that personnel participate in a one-to-five-day, hands-on training program. These experiential training workshops provide all professionals with strategies to help them interact more effectively with youth, while also learning specific techniques to teach young people ways to develop self-esteem, and strong communication and coping skills. Workshop participants claim the workshops changed not only their professional careers, but their personal lives as well. Workshops also are offered for parents and young people on various topics.

FOR MORE INFORMATION ABOUT WORKSHOPS OR STAFF-DEVELOPMENT, CALL ME AT (301) 438-0082 OR RETURN THE FORM AT THE REAR OF THE BOOK.

TEACHER OR PROGRAM LEADER CRITERIA

"The nature of teaching is not a job or a duty to perform...it is a privilege to be accepted by those able to be responsible and with hearts big enough to love enough."
- Eric Jensen "SuperTeaching"

When used as a school course or program, teachers should be chosen with extreme care. Not every teacher is comfortable dealing with the many timely, sensitive and sometimes controversial topics discussed; therefore, a criteria for teacher selection has been developed. Guidelines for teachers and students with regard to the program's implementation also have been developed, and are offered here to help those who choose to use this material on their own without the training.

"Great teachers talk of possibilities—of how they want things to be. mediocre teachers talk about the problems and limitations and how bad things are."

The first and most important criteria is that those selected must be **willing,** indeed eager, to teach this program. If a teacher is drafted only because he or she has a free period and is apathetic about teaching the course, it is doubtful that teacher will convey interest or enthusiasm to the students. Other recommended characteristics are:

The first and most important criteria is that those selected must be **willing,** indeed eager, to teach this program. If a teacher is drafted only because he or she has a free period and is apathetic about teaching the course, it is doubtful that teacher will convey interest or enthusiasm to the students. Other recommended characteristics are:

- A strong and positive self-image.
- A comfort with his or her own sexuality.
- An open-minded and responsive approach to new ideas and concepts.
- A respect for others' values and viewpoints.
- An objective and non-judgemental attitude toward others.
- A sensitivity to others' feelings, fears and hurts.
- A warm and caring outlook.
- An ability to establish an atmosphere of trust and support.
- An ability to move comfortably from the role of instructor to facilitator.

"Every once in a great while try to truly understand what it must be like to be a student in your own class.you might never teach the same way again."

CHARACTERISTICS OF A GOOD TEACHER (COUNSELOR or PROGRAM DIRECTOR)

A GOOD TEACHER:

1. IS A GOOD ROLE MODEL EVERYDAY
2. GIVES PRAISE AND POSITIVE REINFORCEMENT EACH AND EVERY DAY (NEVER CALLS STUDENT NAMES OR MAKES FUN OF HIM OR HER)
3. IS PATIENT, UNDERSTANDING, SUPPORTIVE AND SENSITIVE
4. IS ASKABLE, BUT ALSO IS A GOOD LISTENER
5. HAS REALISTIC EXPECTATIONS OF STUDENT'S ABILITIES AND CAPABILITIES
6. ACCEPTS STUDENT UNCONDITIONALLY
7. HELPS STUDENTS DEVELOP REALISTIC EXPECTATIONS
8. ACCEPTS AND RESPECTS STUDENT'S FEAR, PAIN OR DISAPPOINTMENT (WITHOUT MINIMIZING OR MAKING FUN OF IT)
9. GIVES INDIVIDUAL ATTENTION AS OFTEN AS POSSIBLE
10. DISPLAYS A SENSE OF HUMOR AS OFTEN AS POSSIBLE
11. TREATS BOTH MALE AND FEMALE STUDENTS EQUALLY (WITHOUT PLACING EITHER IN RIGID MASCULINE OR FEMININE GENDER ROLES)
12. ALLOWS FOR INDIVIDUAL DIFFERENCES
13. IS CONCERNED ABOUT THE PHYSICAL AND MENTAL HEALTH OF STUDENTS, AS WELL AS THEIR SAFETY
14. DOES NOT CARRY AROUND PERSONAL PROBLEMS OR TAKE OUT NEGATIVE FEELINGS ON STUDENTS
15. KNOWS THAT HE/SHE MUST GET SUPPORT AND NURTURING DAILY SO HE/SHE CAN PERFORM SATISFACTORILY AND AVOID BURN-OUT

TEACHER GUIDELINES

"An investment in developing responsibility doesn't cost—it pays." *– Gene Bedley*

The following set of Teacher Guidelines were designed to assist you in the challenging role that lies ahead. They were created only as guidelines — what's in your heart are the most important guidelines.

At times, these guidelines will apply specifically to those teaching the "Dynamics" as a self-contained course or program; at other times, they will be appropriate for anyone using the material either as a resource or incorporating it into other disciplines. Keep in mind, many of these suggestions are applicable no matter what course you're teaching or youth-related activity you're involved in.

Hopefully, those of you using this will remember what it felt like to be young; the fear and the pain as well as the good times. Remember,

"We live in a world that was, they live in a world that is."

Just look at the differences from the 1940's till now. Maybe you can better understand how different our world was compared to the world young people are living in today.

THE TOP DISCIPLINE PROBLEMS IN PUBLIC SCHOOLS IN 1940 COMPARED TO 1982

1940

1. Talking
2. Chewing Gum
3. Making Noise
4. Running in the hall
5. Getting out of turn
6. Wearing improper clothing
7. Not putting paper in wastebaskets

1982

1. Rape
2. Robbery
3. Assault
4. Burglary
5. Arson
6. Bombings
7. Murder
8. Suicide
9. Absenteeism
10. Vandalism
11. Extortion
12. Drug Abuse
13 Alcohol Abuse
14. Gang Warfare
15. Pregnancy
16. Abortion
17. Venereal disease

Self-control used to be a virtue, but many young people today feel it is a vice. They may have many belief systems that differ from yours. It's important to listen to the kids without passing judgement. That does not imply that you either agree with or condone their beliefs or behavior. But you must recognize that this is "what is" **for them.** Unless you acknowledge that, you may be unable to build the trust necessary to help them deal with that reality.

For this program to be successful, it is imperative that teachers put aside some of their traditional teaching methods, and serve instead as **facilitators** and **discussion leaders.** It is within that framework that the program is most effectively taught. The major difference between these roles is that teachers and instructors generally give information and the student receives it, whereas facilitators establish more open, free-flowing communication with students. A facilitator tends to be more actively involved with the students. A facilitator's role is to encourage active participation of students through open discussions, role playing, and experiential activities while also maintaining order and ensuring that sufficient material is covered during the course of the program. Facilitators can help students draw on previous experiences while allowing students to begin to feel comfortable with new concepts, attitudes, and behaviors.

Facilitators may wish to follow these guidelines:

1. **Arrange room with chairs or tables in a circle or semi-circle.** This set-up encourages sharing and interaction among students because they can make eye contact and no one is hidden from view. Students generally feel more equal — on the same level as their peers. Students seated one behind the other tune out more frequently. They're also more easily distracted with much shorter attention spans.

> **"Let students know you trust them so that they can come to trust themselves."** *- Frank Siccone*

2. **Room or space should be bright and attractive and clean.** Students get a message the moment they enter the room. Students get a feeling of how important they are simply by the way the room looks. If the room is not clean or attractive, they may say to themselves, "I guess the teacher doesn't care very much about me." They may also feel that you don't care very much about yourself. If it is not a pleasant place to be, they just might not want to be there.

> **"Kids need love the most when they deserve it the least."** *- Gene Bedley*

3. **Remember feelings are just that—feelings. They are neither right or wrong or good or bad.** Don't try to judge their feelings or tell them how they should be feeling. What someone feels is very real at the time they are feeling that way. It may seem trivial to you now, but

it probably was equally as difficult or painful for you when you were their age. Keep trying to put yourself into their shoes.

"When you're ready to learn, a teacher appears."

Treat students with respect and dignity at all times. Show them the same respect that you would want shown toward you. Just because they are young doesn't mean they don't have rights. When students are treated that way, their behavior will reflect it.

4. **Students may have a different point of view than you and their classmates.** They have had different experiences and come from different family systems, cultures, and religions. Always respect those differences and encourage your students to do so as well. Remind students that different doesn't mean wrong or bad—it simply means different.

"Be not angry that you cannot make others as you wish them to be since you cannot make yourself as you wish to be."

5. ***Always* respect students' confidentiality unless intervention is indicated—then you are obligated to share that information with the appropriate persons.** If they have shared with you something that you know will cause harm to themselves or others, you must report it at once. (See Suicide Counseling Guidelines at end of Teacher Introduction for further information on handling student who may be suicidal.) Otherwise, breaking a confidentiality will only cause students to loose trust and they will be reluctant to open up to you again. Also stress that students must respect the confidentiality of one another.

6. **Make positive affirmations regularly and use supportive and positive suggestions.** If you should establish any rules, be sure they are stated in a positive way. For example: When asking students to get to class on time, say ***"Be on time for class,"*** not ***"Don't be late."*** When discussing cheating, replace ***"Don't cheat"*** or ***"No cheating will be allowed"*** with ***"Be honest"*** or ***"Honesty and integrity is expected."***

"A lot of people have become more responsible than they thought they could because someone else thought they could."

"I don't become what I think I can,
I don't become what you think I can,
I become what I think you think I can."

7. **Your expectations and attitudes can become self-fulfilling prophecies.** If you don't like a student or think a student has below-average intelligence, you're probably reflecting those feelings and attitudes in the way you act around him or her. Don't kid yourself, students know how you feel about them. If you're prejudiced toward a particular race or religion, and you have any students of that race or religion in your class, you may very well be reflecting those feelings without realizing it. It's hard to hide those kinds of feelings and young people are much more astute than we give them credit for. (Read **"Three Letters From Teddy"** at the end of this introduction and you will better understand how much impact your attitude toward students can have.)

> **"Relate to your students out of who they could or might be not of out who they appear to be. you may be pleasantly surprised at the difference it makes."** *—Eric Jensen*

8. **Remember that morality depends on knowledge not on ignorance.** Research has proven that if young people have the opportunity to talk about sex, they will not be as apt to go out and experiment on their own. Contrary to what some say, talking about sexuality does not encourage sexual activity. Ideally, parents should be the ones to have that talk, but studies suggest that many kids don't feel comfortable talking with their parents about sexuality. If you want your students to make wise, well-thought-out decisions they must have sufficient information upon which to base those decisions. If you don't give them the information or if you are not approachable or "askable," then guess where they'll go—their friends or maybe the streets. What they'll hear will probably not be either accurate or sufficient .

FIRE HOUSE
CLOSED
YEAH, RIGHT AFTER THE LOCALS DECIDED SEX EDUCATION JUST ENCOURAGES SEX, THEY REALIZED HAVING A FIRE DEPARTMENT MUST JUST ENCOURAGE FIRES.

9. **Ask open-ended questions that will allow students to explore their feelings rather than answer yes or no.** For example, *"Tell us a little about your experience this weekend,"* not, *"Did you have a good time this weekend ?" "Tell me about your day"* not *"How was your day?"* Though students can talk up a storm with their peers, they find it easy to shut down when adults talk to them. By asking open-ended questions, they will feel you are really interested in what they have to say.

10 **Be sure that your non-verbal messages reflect a *positive* and *supportive* attitude.** Making eye contact, touching a student gently on the arm or shoulder, smiling, leaning forward when sitting—all show that you are interested and care. Looking away or grading papers when they're talking to you says "I don't care" to the student. It won't matter what the words say if your body language conveys a different message.

11. ***Never* let a class end on a negative note.** If a student is upset toward the end of the class or the tone has turned very serious, find a way to interject some positive note or a little levity before your students leave the classroom. Obviously, that doesn't mean cutting off a student's feelings or making light of a student's problems. Just make every attempt to have them leave on a high note.

12. **Be a good listener. Listening sends many messages to kids.** Listening can be both verbal or non-verbal. Simply nodding your head, making eye contact or touching once in a while may be enough for the student to know that you are interested and that you care. Paraphrasing what the student says or periodically asking a question also shows you're listening. Paraphrasing also gives them the opportunity to clarify any points they feel you may have misunderstood. Just remember, listening says,

"I CARE— YOU'RE WORTH LISTENING TO."

"One of the important contributors to positive self-esteem is receiving attention, being heard, being listened to, feeling as if what one has to say is important and worth listening to."

13. **Model the respect, behavior, appearance and hygiene, language, and tone of voice that you want and expect from your students.** We can no longer say to our children, ***"Do as I say, not as I do."*** You must model (without exception) the behavior and language that you expect from your students, and the way that you want them to look which means grooming, as well as it does outer clothing.

Appearance: Facilitators should come to work dressed appropriately for the professionals that you are. That doesn't mean that male facilitators must wear a suit and tie or that female teachers must be in dresses and heels each day. It does mean that you dress appropriately and accordingly. In other words, if you are working on an art project or a science project that might get messy or a field trip where you might sit on the ground, dress accordingly. Sometimes students follow fads or new looks that are in—some facilitators do as well—and unless it presents a problem in the classroom (e.g. too much jewelry making a

lot of noise)or is against school rules, allow it without making too big of an issue. On the other hand, you might want to explain that as popular as that fad might be, it may not be appropriate for certain jobs and that some employers expect a certain look on the job and that ***within reason,*** the employer has the right to require a certain dress code. Explain to your students also that they have the right to dress the way they want, if they choose, but they then may have to decide between the job and their right to dress as they wish. (This manual will deal with choices and consequences in detail further on.)

Language: Language is another issue at which facilitators must take a serious look. As the facilitator, you must model the kind of language you want to hear and the language you are hopefully teaching. In other words, **"PRACTICE WHAT YOU PREACH."** You will get angry sometimes, when you are pushed too far, but you must find a way to express yourself other than stooping to your students' level. Students need to understand that other than in their own peer group—where they may not even think that there is anything wrong with swearing—other students, adults, and particularly employers will not find cursing acceptable. In most cases, they will actually find swearing extremely offensive and inappropriate. It is your role to ***help*** them understand that using four-letter words doesn't prove anything or make them more "macho" or "cool." And that goes for both male and female students. You need to find any way you can to get that message across and then you need to hammer it in—over and over again. They need to fully understand that the message they are sending to the world outside of their very own little group is that they aren't smart enough to find more appropriate words or better ways to handle things. It simply brings them down in the eyes of others whose respect they may really be seeking.

Tone of voice: How often do you hear the facilitator in the room next to yours screaming at his/her students? (Of course, they never hear you.) Let's look at the effects or results of raising one's voice. First, does it actually accomplish anything? Does it change the behavior of your students—other than for a moment? Does it reflect good self-control? The bottom line is that is doesn't do anything other than show your students that they can easily get you angry, while modeling for them a negative, destructive behavior. Hopefully, one of your goals is to teach your students how to gain respect —screaming or yelling is not one of the ways. Screaming in any form is actually verbal abuse and

regardless of the offense, you do not have the right to verbally abuse anyone. There are other ways of proving your point, getting attention or reprimanding someone—and you must convince your students of that by modeling the appropriate behavior. *(You may want to try some role playing with your students here, first modeling the negative behaviors and then practicing the more appropriate communication styles. If you have access to a video camera, VCR and monitor, you might want to film this activity so that they can review it and see how they actually "look and sound.")*

14. **Greet each and every student (at the door—if possible) of your classroom, office, or any space that you use to interact with them.** Try to make some physical contact each day. (Keep in mind the kind of affection or touching with which these students are accustomed. If you are a male, remember that some of your male students have had very little intimacy with adult males since many may have been raised by a mother or grandmother.) Shake hands, pat them on their backs, put a gentle hand on their shoulders. Try to get out of the habit of punching, even if lightly. Remember you are trying to teach your students new behaviors, not reinforcing past or negative behavior. A simple touch says "I care." Touching can often have a dramatic impact and affect on a young person's behavior. Studies continue to reflect man's need to be touched regardless of color or ethnic background. (It is unfortunate that many teachers today are afraid of making any physical contact with students because of all the "cries" of child abuse. Be sensitive to that, but don't let it hold you back.)

15. **Use each student's name as often as possible. Whenever calling on or addressing a certain student, always use his or her name.** It can help to remind them that they are special and "unique." Though terms like "honey" or "darling" may not be offensive to some, using their names will show more respect. If students would like to be called Mr. or Ms. because that's how they refer to you, that's okay too.

> **"Kids need love the most when they deserve it the least."** - *G. Bedley*

16. **If you choose to share your opinions or beliefs, defer until students have shared their own ideas with the class.** First, consider if or how different your cultural, racial or socio-economic background might be from many of your students. Also realize if you share your ideas first, your opinions might affect the amount students are willing to disclose, since teachers are often looked upon as authority figures. It is also recommended any time that you do state your own feelings, you begin with,"These are my own personal opinions or beliefs based on my background and the values I was

taught. You must learn to decide what you believe is right and appropriate for you based on what you have learned."

"When you're ready to learn, A teacher appears."

17. **ROLE MODEL, ROLE MODEL, ROLE MODEL**

18. ***Always*** display warmth, sensitivity, respect, friendliness, interest, and humor when appropriate. This will help you to establish an atmosphere of trust and support where children will feel safe and open to personal disclosure. Your behavior and attitude are critical in establishing the kind of atmosphere conducive to learning and participating. Humor often can relieve tension and put students at ease when it's used in good taste and at appropriate times. One of the major complaints from students that they say interferes with their learning is that facilitators don't act like "real" people. They always act like authority figures on a pedestal and the students can not relate to them—Take heed.

19. ***Always*** **try to focus on students' positive qualities—not their negative ones.** Students have heard too many people tell them about their faults. Some have heard family members or foster parents tell them how "rotten" or "no good" they were for years. If you look, you will easily find qualities to praise and if you concentrate on them, students will make even greater efforts to get your appreciation and praise. If you say nice things they begin to believe them. Then they begin to act them out. It's called self-fulfilled prophecy.

THERE IS NO SUCH THING AS TOO MUCH PRAISE!

"A lot of people have become more responsible than they thought they could because someone else thought they could." *- Gene Bedley*

20. **Be objective when presenting information or when responding to students' comments or remarks.** It is imperative that facilitators be non-judgemental when students are disclosing their own personal feelings or thoughts. Otherwise, students may be discouraged from future participation.

21. **Present material or information in a straight-forward manner.** It is all right to be embarrassed. We all are, occasionally. But if you display discomfort with the material, you cannot expect the students to feel comfortable either. If they don't feel they can get it straight from you, then it's straight to the streets where more than likely they will not get it straight either. They then may make decisions based on inappropriate or misguided information.

22. **Explain, clarify or demonstrate any activity or discussion that is unclear to students.** The objective of this particular kind of program is not to see how intellectually smart a student might be, but to allow him or her to learn new, constructive behaviors and attitudes with as much comfort and ease as possible. Saying such things as, "*You ought to know, I shouldn't have to explain this*" or " *I'm not going to repeat the instructions*" will only serve to close students down. Help them to stay open and to trust you by being willing to help them in any way.

23. **Do *not* preach, lecture or put down anyone else's values or ideas even if you disagree with them.** No one is wrong or stupid for expressing his or her point of view. We all see things differently since we all come from different backgrounds (cultures, locales, religions, etc.). At some time, you may share your own viewpoint, but not in the context that you are right and a student is wrong.

24. **Don't ask students to try a new activity that you are not willing to try yourself.** Be sure you demonstrate any exercise before you ask students to do it. Don't expect them to 'get it' or assume they understand without showing them or explaining to them first. Remember, you may be one of the few positive role models that students have.

25. **It is okay to not have all the answers, but it's not okay to dismiss any question.** If you don't know the answer to a question that a student asks, admit it and suggest that they may want to try to find the answer. Students will respect you more and feel more comfortable with you if they know that you are not perfect—that you are simply human.

26. **Encourage and allow students to develop a sense of self-reliance.** Give students opportunities to take responsibility for school-related matters and to participate in making decisions about important school issues. Have class meetings in which students can bring up ideas, brainstorm about various rules and regulations and then be a part of the decision-making process. In other words, your class should be a symbol of democracy

27. **Relate rewards to specific student achievement. Don't just say, "You did a great job."** Say "*You really did a good job researching your subject.*" Don't just say *"You're really improving."* Say, *"You're penmanship has really improved."* Otherwise, they may not take you seriously and only feel that you are randomly throwing out compliments. They may even perceive you as a "phony."

28. **Discourage any student from monopolizing the conversation.** In every class there are always a few students who like to talk and enjoy being the center of attention. When this happens, it can cause others to withdraw or refrain from participating. Without closing down those who always participate, help them to understand that you want all

students to get involved in classroom discussions. Recruit them to help draw out the more reticent students.

29. **Encourage students who are withdrawn or reticent to participate.** Invite them to share by directly asking from time to time whether they would like to share their own experience about a particular topic or just turn to a student and say *"Jimmy, what do you think about that?"* Tell them that what they have to say is important and that other students are interested in hearing their thoughts or ideas or personal stories. Continue to remind students that others may benefit from their contributions, as well.

30. **If a student comes to you with a personal problem, be cautious about advising or telling him or her what to do.** Help students to problem solve and make their own decisions based on what they have learned. Guide them, but do not make decisions for them. If your advice is not good it might backfire, but it may also discourage a student from learning to problem solve on his or her own. You may want to encourage or help students get the appropriate kind of help, if they are unable to talk to their parents about the problem. Be very cautious about giving specific advice.

31. **Deal with conflict when it arises.** Do not put a problem on the back burner. It is essential—particularly when dealing with sensitive issues—that the atmosphere be as static-free and as open as possible so students will always feel safe and comfortable. There may be times when it is appropriate to wait, but be sure it's not because of your own discomfort with the topic or with confrontation in general.

32. **Be flexible.** REMEMBER THAT EVERY STUDENT LEARNS AT HIS OR HER OWN PACE. Allow students to stay with a particular issue of importance to them. Remember you are there to help and guide them, so listen to what they have to say and what they want. Some issues may invite more responses than others. Let students guide you in deciding how much time is needed on a particular topic.

33. **Accept that a class may not always go the way you planned.** Different personal issues will come up periodically. If you are disappointed with a day's events, keep in mind that young people learn in many different ways. They don't have to actively participate to "get" something out of the class. If you feel uncomfortable with the way the class is going, talk about it. Turn it into a lesson.

34. **Make your students feel valued and accepted and take them seriously.** Listen, Listen, Listen to what they have to say. If you truly want to help your students feel worthwhile, and feel that what they have to say is important and that you genuinely care, these guidelines may

be the most important guidelines that you can learn and put into practice regularly.

35. **Teachers should *consistently* evaluate student progress and regularly report their evaluations to students.** If students know where they stand and how they are doing on a regular basis, they will want to improve their status. If students find out about the progress they are making only when they get their report cards and see their grades, they are more apt to feel frustrated and feel stuck where they are.

36. **Make content come to life by helping students relate it to real life situations.** Remember how a pie used to be cut in parts to teach elementary arithmetic. It was believed that students could better understand the concept of subtraction as each slice was taken away. Students will be more responsive if you attempt to teach by using situations that they can identify with or that relate to something that is going on in their daily lives.

37. **Put yourself in your students' shoes so that you can better understand their thoughts and feelings.** There is an old saying that says you can't know what a person's feeling until you have walked in their moccasins. Don't just judge your students' reactions or behaviors by your values, try to consider how they are feeling and what they may be going through.

38. **Have knowledge of community resources or where to go to find out about those resources.** Make a list of all the available and appropriate people and resources that can help you in or out of the classroom. That means finding speakers for your classes, locating service agencies that can serve your students and even making hot line numbers available.

39. **Involve and work with parents when students have problems, but allow student to be a part of that process.** Parents are the key to helping students gain confidence and achieve academic success. Use them whenever possible and in any way you can.

40. **Use classroom helpers.** If you can't get aides, go out to the community and find retired or disabled people or housewives wanting something to contribute to the community while their children are in school.

41. **Make sure students are comfortable and safe in your classroom.** It is very difficult to learn when you are uncomfortable in the learning environment or when your safety is threatened. Check room temperature . It shouldn't be too cold or too warm. Be sure there is nothing in the room that could injure or harm students in any way.

42. **Find out what activities and exercises your students like to do and do them.** It doesn't make sense to continue lesson strategies or activities that student appear to resist or from which they do not benefit. If they like something and seem to be learning, then keep doing it. Through exploration find things that interest, excite or motivate your students and then stick to them—that doesn't mean you use the same things every day, only the same mechanics or style.

> **"...Unless we pay attention to what students need, we will continue to have trouble teaching the basics successfully."** *-William Glasser*

43. **Explore and identify your students' learning styles and habits and become accustomed to using different styles daily.** Learn as much as you can about individual learning styles and find out all the different strategies that you might use to reach students. Remember, some of your students are visual learners, others learn best by listening and others must be involved. Even lighting and time of day affect some students ability to learn. Read up on learning styles and encourage your administration to conduct staff-development on learning styles.

44. **Let your students share their own ideas and opinions first, then if you are asked or choose to...**Share yours. Young people tend to look at teachers as authority figures. Others look at teachers with fear since they think that the teacher has control over his/her academic life. As a result, many students are afraid to speak out and express their own point of view. To encourage your students to open up, hold back expressing your thoughts or feelings, or opinions about issues until they have had a chance to share theirs—and then only give yours when they ask you for your opinion. Then say *"These are my own personal opinions or beliefs based on my experiences and values. Learn to decide what is appropriate and acceptable based on your own experiences and family values."*

45. **Allow your students to express their own point of view and respect their right to have it.** Tell students that they will not be judged by what they say. You may not always agree with them and sometimes other students may not, but you will always defend their right to see things in a different light. If their viewpoint is one that could be harmful to them or others, then with respect find a way to help them see the light. If you force your viewpoint down their throat—no matter how appropriate— you will only succeed in making them more rebellious. The idea is to help them see on their own how and why their feelings might be inappropriate if acted out. Remember feelings

are just that—feelings. Encourage them to them to participate. No more "Do as I say, not as I do."

46. **Thank your students for participating or sharing their experiences, information and feelings with the class.** The word thank you has never gone out of style. Letting students know you appreciate their responses and participation in activities and lessons will simply encourage them to continue.

47. **Verbal communications must match non-verbal messages.** Be sure that your body language is not sending a different message than your verbal one. For example when you're talking to your student, don't also be marking papers or shuffling papers on your desk. If not the message that you'll be sending is that you're not really interested in the student.

48. **DON'T COMPLAIN ABOUT YOUR JOB, YOUR WORK OR YOUR CLASSROOM.** Doing so doesn't say much for how you feel about your role as a teacher, or your own self-esteem and the message your students may be getting is that you don't think very much of them. (It doesn't matter whether that is true or not). If you're not happy do something about it—try to change the problem. If you can't or choose not to keep it to yourself or decide that this may be the time to change professions.

REMEMBER THIS

IF YOU WORK FOR A MAN, In Heaven's name, WORK for him.

- **If he pays you wages which supply you bread and butter, work for him; speak well of him; stand by him and stand by the institution he represents. • If put to a pinch, an ounce of loyalty is worth a pound of cleverness. If you must vilify, condemn and eternally disparage— resign your position, and when you are outside, damn to your heart's content, but as long as you are a part of the institution do not condemn it.**

- **If you do that, you are loosening the tendrils that are holding you to the institution, and at the first high wind that comes along, you will be uprooted and blown away, and probably will never know the reason why.**

—Elbert Hubbard

STUDENT GUIDELINES

Here are some specific rules and guidelines for students:

1. **Students must always respect the confidentiality of other students.** Explain to them that they may talk about the "lessons" learned and the issues that are discussed, but specific names should not be used, unless a student states that it is okay to use his or her name outside of the classroom. Try this little poem on them.

   "What you see here; What you say here; What you hear here; Let it stay here; When you leave here."

2. **Students always have the right to 'pass' on any issue.** No student is required to participate in any activity or discussion if he or she does not wish to. Explain that the more they get involved and the more they are willing to share, the more they personally are likely to get out of the program.

3. **Students should take turns speaking so that each is heard.** Only one student should be speaking at a time. Students should show respect for the person speaking.

4. **After each student speaks, the next speaker should repeat or paraphrase what was just heard.** This lets students know they were listened to, while also giving them the opportunity to correct or clarify any point they wish to.

5. **In this classroom, students should talk only about their own feelings and thoughts—no one else's.** Have them use I-messages, expressing their own opinions or feelings.

6. **Students must show respect for one another's feelings and beliefs.** They may disagree by sharing their own point of view, but they may ***never*** attack others because of their value systems. (Debates are a good way to handle conflict.)

7. **Teach students to treat one another with dignity and respect.** The *Golden Rule* will never go out of style. Teach them the words—post them in your room. Better yet model them.

THE TEXT

This **"teacher "** manual contains the student text in its entirety. There are various activities within each chapter, plus review and discussion questions at the end of each chapter. Included also are various experiential exercises and teacher activities that can be used in conjunction with each chapter, as well as a list of songs, resource materials and contacts to further assist you in making this an exciting and valuable learning experience for students. A glossary has been included to define any words or concepts that may not be clear to students. All the words included in the glossary have been highlighted in bold print throughout the book. The glossary is a good source for vocabulary words and/or spelling tests. The student text is designed to be put into the hands of all young people—all children are **"at-risk."** Today, most young people are confused and trying to make constructive, positive decisions about their lives.

Specific lesson plans or designated time periods for individual chapters have not been designed because I believe this type of program should be offered in a non-structured, free-flowing manner. We also realize that this text will be used in a number of different settings. There is an abundance of material that should allow you to design your own lesson plans. Those of you who will be using the entire program or setting up a classroom course will soon discover that the young people with whom you work will help you prioritize the lessons and guidelines. If the kids need or want to stay on Self-Esteem for three months—let them. Let them guide you—listen to what they're saying. Hear, feel and see their needs. Be flexible! Remember this program was developed for the sole reason of helping kids cope with their present lives and look more optimistically to the future.

You may copy or reprint activities or specific quotes or parts of a chapter, but reprinting a chapter in its entirety is not permitted. Because I understand that costs may prohibit you from ordering multiple copies of the students' text to give to each young person with whom you work, I've established a special fee for reproducing entire chapters. I *trust* that those who wish to do that will inquire as to those costs before proceeding.

PARENT AND ADMINISTRATION SUPPORT

I dreamed I stood in a studio and watched two sculptors there. The clay they used was a young child's mind and they fashioned it with care.

One was a teacher—the tools she used were book, music and art. The other, a parent worked with a guiding hand and a gentle, loving heart.

Day after day, the teacher toiled with touch that was careful, deft, and sure. While the parent labored by his side and polished and smoothed it o'er.

And when at last their work was done, they were proud of what they had wrought. For the things they had molded into the child could neither be sold nor bought.

And each agreed they would have failed if each had worked alone. For behind the parent stood the school and behind the teacher, the home.

-Anonymous

Parents and school administrators must be supportive and actively involved if the goals are to be reached and the program to succeed. Teachers, counselors and program leaders cannot possibly carry the ball alone. Administrators are encouraged to make a statement of endorsement so that the teachers feel supported in their difficult but rewarding role. Urge parents to become openly and actively involved in whatever type of program their children are participating in. Ideally, they will continue to teach and support at home what their children are learning in school. The best way for parents to help is to model themselves the same positive behavior that the children are beginning to act out.

CONCLUSION

There's a great deal of written material here for students to read, but words alone are not enough to motivate students to change. Your role as facilitator is to lovingly and supportively guide and assist them in learning while helping them to be open to new attitudes, concepts, and behaviors that will make a difference in their lives. I urge you to use as many of the activities or exercises included in the back of this book as possible. One of the keys to success in teaching young people new behaviors is for them to actually experience them—simply reading about or discussing new behaviors will not bring about the dramatic results that are possible with this program.

"Tell Me, I Forget — Show Me, I Remember — Involve Me, I Understand"
Ancient Chinese Proverb

As the author of **THE DYNAMICS OF RELATIONSHIPS** program, I'm very enthusiastic and excited about the impact this program has had on young peoples' lives. Since this program was initially piloted in Washington, DC schools, I've had the unique opportunity to observe and even participate in many of the classes. Four components appear to lead to the program's remarkable success: 1) the selection and commitment of the teacher; 2) the intense in-service training in which most teachers participate; 3) students' having a **"hands-on, how-to"** textbook to use and refer to on their own—one they endearingly call their "bible," and 4) the implementation of the course as a full-year program. (Out of necessity, some schools offer shorter semester courses while others incorporate the material into other disciplines.)

I hope that after reviewing this material, you will not only share my enthusiasm, but will work with me to get this program—or programs like it—implemented in all settings or environments involving young people. With your expertise, skills, energy, commitment, and with your concern and love for the children with whom you work, I know you can turn this into a very successful and effective program. We must all do our part to give these young people a fighting chance to survive in this ever-changing and complex world. I offer this program with the hope that it will help young people regain their dreams and optimism about the future. As each young person learns how to cope better with his or her life, the family may once again be a place where each member can give and get love, respect and support. I promise you the emotional rewards of seeing kids' self-worth grow right before your eyes will be uplifting and exhilarating.

"Give nothing of yourself to others and eventually very little of yourself will be worth having."

THANK YOU, GOOD LUCK
AND I WISH YOU MUCH LOVE IN YOUR LIFE!

"NATURE IS CHANGE...BECOME A NATURAL SUCCESS...
BY CHANGING YOURSELF, YOU CAN CHANGE YOUR WORLD"
ERIC JENSEN "SUPER-TEACHING"

Pat Kramer

SUPPLEMENTARY TEACHING MATERIALS

The following pages contain additional material offered with the hope that it will assist you in your new role as facilitator. Each of these pages may be copied and used as handouts if necessary, posted or shared with others whose goals and visions are to help young people look toward their future with hope and optimism. I hope that this material will help you make a bigger difference in your students' lives.

SUMMARY OF TEACHING GUIDELINES SUITABLE FOR POSTING

1. Arrange group in circle.
2. Greet each person by name.
3. Make everyone feel wanted, comfortable and safe.
4. Find out what they like to do and do it.
5. If you choose to share an opinion—wait—let them share their own first!!
6. Remember it's OK to have a different viewpoint than you.
7. Stress and respect *confidentiality*.
8. Always focus on positive qualities.
9. Be objective and nonjudgemental.
10. Explain and/or demonstrate activity or discussion before asking them to participate. (Don't ask them to do something you aren't willing to model first.)
11. Morality depends on knowledge not ignorance. The more information they receive, the wiser their decisions will be.
12. *Never* preach, lecture, or put down.
13. Always thank them for participating and sharing.
14. Ask open-ended questions that invite participation.
15. Be sure your verbal communication matches your non-verbal.
16. Don't give advice—help youth problem-solve themselves or they'll never learn to make decisions for themselves.
17. Deal with conflict when it occurs or when it is most appropriate. (Repressed anger can be very destructive.)
18. Be flexible (Remember everyone learns at his/her own pace).
19. Never let class end on a negative note.
20. Students may pass if they don't wish to participate.
21. Be sure all kids treat one another with respect and dignity.

TEACHER QUESTIONNAIRE

This questionnaire was designed to assist you in your role of helping to build self-esteem in your students while also motivating them toward academic achievement and excellence. It may help you to examine and evaluate some of your teaching strategies and classroom behaviors that affect your students both academically and personally. It is for your personal use only unless you feel that sharing it with your peers might be helpful and might help improve the quality of your teaching.

1. **List three things that you do *personally* in the classroom that seem to motivate your students.**

   1. _____
   _____
   2. _____
   _____
   3. _____
   _____

2. **List three things that you do *academically* that seem to encourage student interest in a subject matter.**

   1. _____
   _____
   2. _____
   _____
   3. _____
   _____

3. **What are some ways you handle or respond to a student who acts out negatively and/or disrupts your classroom?**

   _____
   _____
   _____
   _____
   _____

4. **Do you initiate personal contact outside the classroom?**

   __Often __Occasionally __Sometimes __Rarely __Never

5. **Are you comfortable initiating personal contact and discussing personal problems with your students?**

   __Very comfortable __Reasonably comfortable
   __Somewhat comfortable __Uncomfortable __ Very uncomfortable

6. What, if any, are the changes that you notice in classroom behavior once personal contact is initiated outside of the class?

_____
_____
_____
_____

7. What, if any, are some of the problems that students bring to you? _____
_____
_____
_____
_____

8A. Do you provide your students an opportunity to give feedback or evaluation about your effectiveness as a teacher?
Yes__ No__

8B. In what ways, if any, have you modified your teaching style in response to their input? _____
_____
_____
_____

9. In what ways do you feel you could be more effective as a teacher? _____
_____
_____
_____
_____

10. What are some ways you attempt to build self-esteem in your students? _____
_____
_____
_____

The following student questionnaire may help you to better understand the needs and feelings of your students. It is recommended that you administer it at the beginning of the school year or prior to starting your program. Be open to the feedback that you get and use it in planning your strategy to implement **"The Dynamics of Relationships."**

STUDENT QUESTIONNAIRE

This questionnaire was designed to help your teachers understand how they can better help to motivate in the classroom while also making the school environment more comfortable and enjoyable. Answering the questions as openly and honestly as you can will be a tremendous help. Thank you for your assistance.

For questions 1-3, please check up to six responses which you feel are the most important to you.

1. WHAT CAN TEACHERS DO TO HELP YOU LEARN MORE?

- ____a. be more sensitive to my feelings
- ____b. explain instructions more clearly
- ____c. be warmer and friendlier
- ____d. treat me with more respect
- ____e. take more time with me
- ____f. give me more positive feedback on my work
- ____g. be more understanding about my personal problems and how they affect my schoolwork
- ____h. be more supportive
- ____i. be a better role model
- ____j. help me feel better about myself
- ____k. be more available after class to discuss school or personal problems
- ____l. be more human, and less of an authority figure
- ____m. make punishment better match behavior or action
- ____n. leave me alone
- ____o. other. Please explain_____

_____

_____

2. WHEN ARE YOU MOST MOTIVATED TO LEARN ?

- ____a. when I feel good physically
- ____b. when I feel good emotionally
- ____c. when the teacher helps me to understand the work
- ____d. when the teacher treats me with respect
- ____e. when I have a good relationship with the teacher
- ____f. when things are going well at home
- ____g. when I get praise about my work
- ____h. when I get good grades

____i. when the teacher does not embarrass me in front of the class
____j. when I am getting along with my friends and my social life is satisfactory
____k. other. Please explain_____
_____
_____

3. At what times do you find it more difficult to learn?
____a. when I am depressed
____b. when I am having personal problems
____c. when I don't like my teacher(s)
____d. when I am not getting along with my parents
____e. when my teacher(s) are insensitive to my feelings
____f. when my teacher(s) are disrespectful
____g. when I don't understand the work
____h. when no matter how hard I try, my teacher(s) don't think it is good enough
____i. when my parents get on my case and tell me my grades should be better
____j. when I don't feel very good about myself
____k when I am using drugs
____l. when I drink too much
____m. other. Please explain_____
_____
_____

4. WHAT DO YOUR TEACHERS DO THAT MAKE YOU FEEL GOOD ABOUT BEING IN THEIR CLASSES?_____
_____
_____
_____

5. HOW DOES YOUR TEACHER GET YOUR INTEREST WHEN TEACHING A NEW SUBJECT OR INTRODUCING A NEW TOPIC?
_____
_____
_____

6. WHICH CLASSES AND CLASSROOM ACTIVITIES DO YOU LIKE THE BEST?_____
_____
_____

TEACHERS DAILY SELF-INVENTORY

1.	Did I smile at my students and reflect a pleasant and positive attitude?	Yes___	No___
2.	Did I greet my students at the door?	Yes___	No___
3.	Did I make physical or eye contact with my students?	Yes___	No___
4.	Did I treat all students with respect and dignity today?	Yes___	No___
5.	Did I make sure that students understood all of my directions today?	Yes___	No___
6.	Did I handle conflict effectively when it occurred today?	Yes___	No___
7.	Did I compliment students about their their motivation character traits, deeds or actions?	Yes___	No___
8.	Was I sensitive to my students' needs?	Yes___	No___
9.	Did I treat each student as a unique individual?	Yes___	No___
10.	Did I treat boy and girl students equally?	Yes___	No___
11.	Did I nurture myself during the day so my own self-esteem was maintained?	Yes___	No___

"THREE LETTERS FROM TEDDY"

By Elizabeth Silance Ballard

Teddy's letter came today and now that I've read it, I will place it in my cedar chest with the other things that are important in my life.

"I wanted you to be the first to know."

I smiled as I read the words he had written and my heart swelled with a pride that I had no right to feel.

I have not seen Teddy Stallard since he was a student in my 5th grade class, 15 years ago. It was early in my career, and I had only been teaching for two years.

From the first day he stepped into my classroom I disliked Teddy. Teachers (although everyone knows differently) are not supposed to have favorites in a class, but most especially they are not to show dislike for a child, any child.

Nevertheless, every year there are one or two children that one cannot help being attracted to, for teachers are human and it is human nature to like bright, pretty, intelligent people, whether they are 10 years old or 25. And sometimes, not too often, fortunately, there will be one or two students to whom the teacher just can't seem to relate.

I had thought myself quite capable of handling my personal feelings along that line until Teddy walked into my life. There wasn't a child I particularly liked that year, but Teddy was most assuredly one I disliked.

He was dirty. Not just occasionally, but all the time. His hair hung low over his ears, and he actually had to hold it out of his eyes as he wrote his papers in class. (And this was before it was fashionable to do so!) Too, he had a peculiar odor about him which I could never identify.

His physical faults were many, and his intellect left a lot to be desired, also. By the end of the first week I knew he was hopelessly behind the others. Not only was he behind; he was just plain slow. I began to withdraw from him immediately.

Any teacher will tell you that it's more of a pleasure to teach a bright child. It is definitely more rewarding for one's ego. But any teacher worth her credentials can channel work to the bright child, keeping him challenged and learning, while she puts her major effort in the slower ones. Any teacher can do this. Most teachers do it, but I didn't, not that year.

In fact, I concentrated on my best students and let the others follow along as best they could. Ashamed as I am to admit it, I took perverse pleasure in using my red pen; and each time I came to Teddy's papers, the cross marks (and there were many), were always a little larger and a little redder than necessary.

While I did not actually ridicule the boy, my attitude was obviously quite apparent to the class, for he quickly became the class "goat", the outcast, the unlovable, the unloved.

He knew I didn't like him but he didn't know why. Nor did I know then or now why I felt such an intense dislike for him. All I know is that he was a little boy no one cared about, and I made no effort in his behalf.

The days rolled on. We made it through the Fall Festival and the Thanksgiving holidays, and I continued marking happily with my red pen.

And as the Christmas holidays approached, I knew that Teddy would never catch up in time to be promoted to the sixth grade level. He would be a repeater.

To justify myself, I went to his cumulative folder form time to time. He had very low grades for the first four years, but no grade failure. How he had made it, I didn't know. I closed my mind to the personal remarks.

First Grade: Teddy shows promise by work and attitude, but has poor home situation.

Second Grade: Teddy could do better. Mother terminally ill. He receives little help at home.

Third Grade: Teddy is a pleasant boy. Helpful, but too serious. Slow learner. Mother passed away end of the year.

Fourth Grade: Very slow, but well behaved. Father shows no interest.

Well, they passed him four times, but he will certainly repeat the fifth grade! Do him good! I said to myself.

And then the last day before the holiday arrived, our little tree on the reading table sported paper and popcorn chains. Many gifts were heaped underneath, waiting for the big moment.

Teachers always get several gifts at Christmas, but mine that year seemed bigger and more elaborate than ever. There was not a student who had not brought me one. Each unwrapping brought squeals of delight, and the proud giver would receive effusive thank you.

His gift wasn't the last one I picked up: in fact, it was in the middle of the pile. Its wrapping was a brown paper bag,and

he had colored Christmas trees and red bells all over it. It was stuck together with masking tape.

"For Miss Thompson from Teddy, " it read.

The group was completely silent, and for the first time I felt conspicuous, embarrassed because they all stood watching me unwrap the gift.

As I removed the last bit of masking tape, two items fell to my desk; a gaudy rhinestone bracelet with several stones missing and a small bottle of dime-store cologne, half empty.

I would hear the snickers and whispers, and I wasn't sure I could look at Teddy.

"Isn't this lovely, " I said as I tried to place the bracelet on my arm. Would you help me fasten it?"

He smiled shyly as he fixed the clasp, and I held up my wrist for all of them to admire.

There were a few hesitant oohs and ahhs, but as I dabbed the cologne behind my ears, all the little girls lined up for a dab behind their ears.

I continued to open gifts until I reached the bottom of the pile. We ate our refreshments, and the bell rang.

The children filed out with shouts of "See you next year!" and "Merry Christmas!" but Teddy waited at my desk.

When they had left, he walked towards me, clutching his gift and books to his chest.

"You smell like Mom, " he said softly. " Her bracelet looks real pretty on you , too. I'm glad you liked it."

He left quickly. I locked the door, sat down at my desk and wept, resolving to make Teddy what I had deliberately deprived him of — a teacher who cared.

I stayed every afternoon with Teddy from the end of Christmas holidays until the last day of school. Sometimes we worked together. Sometimes he worked alone while I drew up lesson plans or graded papers.

Slowly, but surely he caught up with the rest of the class. Gradually, there was a definite upward curve in his grades.

He did not have to repeat the fifth grade. In fact, his final averages were among the highest in the class, and although I knew he would be moving out of the state when school was out, I was not worried for him. Teddy had reached a level that would stand him in a good stead the following year, no matter where he went. He had enjoyed a measure of success, and as we were taught in our teacher training courses, "Success build success."

I did not hear from Teddy until seven years later, when his first letter appeared in my mailbox.

Dear Miss Thompson,

I just wanted you to be the first to know. I will be graduating second in my class next month.

Very truly yours,

Teddy Stallard

I sent him a card of congratulations and a small package —a pen and pencil gift set. I wondered what he would do after graduation. Four years later Teddy's second letter came.

I wanted you to be the first to know. I was just informed that I'll be graduating first in my class. The university has not been easy, but I liked it.

Very truly yours,

Teddy Stallard

I sent him a good pair of sterling silver monogrammed cuff links and a card, so proud of him I could burst! And now today, Teddy's third letter.

Dear Miss Thompson,

I wanted you to be the first to know. As of today I am Theodore J. Stallard, M.D. How about that!! I'm going to be married in July, the 7th, to be exact. I wanted to ask if you could come and sit where Mom would sit is she was here. I'll have no family there as Dad died last year.

Very truly yours,

Teddy Stallard

I'm not sure what kind of gift one sends to a doctor on completion of medical school and state boards. Maybe I'll just wait and take a wedding gift, but my note can't wait.

Dear Ted,

Congratulations! You made it, and you did it yourself! In spite of those like me, and not because of us, this day has come for you.

God Bless you. I'll be at the wedding with bells on!

LOVE AND THE CABBIE

By Art Buchwald

I was in New York the other day and rode with a friend in a taxi. When we got out, my friend said to the driver, "Thank you for the ride, You did a superb job of driving."

The taxi driver was stunned for a second. Then he said, "Are you a wise guy or something?"

"No, my dear man, and I'm not putting you on. I admire the way you keep cool in heavy traffic."

"Yeh, " the driver said and drove off.

"What was that all about?" I asked.

"I am trying to bring love back to New York," he said. "I believe it's the only thing that can save the city."

"How can one man save New York?"

"It's not one man. I believe I have made the taxi driver's day. Suppose he has 20 fares. He's going to be nice to those twenty fares because someone was nice to him. Those fares in turn will be kinder to their employees or shopkeepers or waiters or even their own families. Eventually the goodwill could spread to at least 1,000 people. Now that isn't bad, is it?"

"But you're depending on it," my friend said. "I'm aware that the system isn't foolproof so I might deal with 10 different people today. If, out of 10, I can make three happy, then eventually I can indirectly influence the attitudes of 3,000 more."

"It sounds good on paper," I admitted, "but I'm not sure it works in practice."

"Nothing is lost if it doesn't. It didn't take any of my time to tell that man he was doing a good job. He neither received a larger tip nor a smaller tip.

If it fell on deaf ears, so what? Tomorrow there will be another taxi driver whom I can try to make happy."

"You're some kind of nut," I said.

"That shows you how cynical you have become. I have made a study of this. The thing that seems to be lacking, besides money, of course, for our postal employees, is that no ones tells people who work for the post office what a good job they're doing."

"But they're not doing a good job."

"They're not doing a good job because they feel no one cares if they do or not. Why shouldn't someone say a kind word to them?"

We were walking past a structure in the process of being built and passed five workmen eating their lunch. My friend stopped.

"That's a magnificent job you men have done. It must be difficult and dangerous work."

The five men eyed my friend suspiciously.

"When will it be finished?"

"June." a man grunted.

"Ah, that really is impressive. You must all be very proud."

We walked away. I said to him, "I haven't seen anyone like you since 'The Man from La Mancha.' "

"When those men digest my words, they will feel better for it. Somehow the city will benefit from their happiness."

"But you can't do this all alone!" I protested. "You're just one man."

"The most important thing is not to get discouraged. Making people in the city become kind again is not an easy job, but if I can enlist other people in my campaign . . ."

"You just winked at a very plain looking woman," I said.

"Yes, I know," he replied. "And if she's a schoolteacher, her class will be in for a fantastic day."

HOW COUNSELORS OFTEN SAVE LIVES

What might you do if you suspect a child or a friend is thinking about suicide? The following suggestions have been proposed by numerous experts in the field, though not all are appropriate for non-professionals. If you encounter someone in danger, seek competent professional help at the earliest opportunity.

1. Don't act as if the situation isn't serious.
2. Talk to, listen to, draw into conversation the person about whom you are concerned. Let him/her know of your concern. Establish a caring relationship.
3. Ask direct questions like, "Have you been feeling depressed? Are you thinking of ending your life?" (If answers to questions like these are "yes," seek professional help without delay.)
4. Don't feel you must supply answers to all life's difficult questions. Your interest alone usually is enough to show you care.
5. Try to establish the degree of suicidal risk. (How specific are the details of the plan? Are means available to carry out the plan? How lethal is the method?)
6. Use a positive approach by emphasizing better alternatives than suicide. Help define and clarify problems and potential solutions.
7. Try to be calm and understanding. Don't minimize the potential victim's threats.
8. Don't beat around the bush. Be direct and open, yet remain non-confrontational.
9. Encourage the person to express feelings.
10. Ascertain whether a person's family might provide a needed source of strength or support. If the person becomes negative or hostile, drop the subject.
11. Emphasize the temporary nature of most problems. Explain how most crises pass in time and that suicide is a permanent and drastic response to a temporary problem.
12. Avoid displaying shock at things the person might say.
13. Don't engage in moral or philosophical debate. Suicide is an irrational response to emotional pain. Rational arguments are of limited value in defusing an emotional crisis. Avoid being or sounding judgemental.
14. Avoid giving advice. Explore alternatives, discuss consequences, reaffirm the person's intrinsic value as a human being.
15. Avoid minimizing the importance of the root causes of the person's concern. Statements like, "Cheer up. Things are sure to improve soon"; or "You're making a big deal out of nothing," may deepen their frustration and disrupt free communication.
16. Encourage the person to talk with others. Offer to accompany him/her to see another trusted person, preferably an adult.
17. Don't agree to keep the conversation a secret.

18. Offer to do something fun together. The situation allows it.

19. Avoid leaving the person alone if you feel the risk of suicide is immediate.

20. Keep in mind that you cannot force someone to live. Ultimate responsibility for one's own actions lies with each individual. Don't accept guilt or responsibility for actions of others which are beyond your control.

21. Reassure the person that suicidal thoughts are not abnormal, merely unhelpful and undesirable.

22. Try to get a commitment from the person that he or she will not attempt suicide for a definite period of time.

23. Familiarize yourself with crisis intervention services in your areas and seek their help in any potentially serious situation.

24. Avoid provoking further guilt by saying things like, "Think how you will hurt your parents...." Instead, focus on the fact that certain acts do cause others to suffer, and that this is a fact which should be considered when making any important decision.

25. Help the person arrive at some constructive short-term goals for specific problem solving.

26. Call the police in the event of immediate life threatening danger.

27. Do not over-estimate your ability to deal with crisis situations; do not underestimate your value as a compassionate listener.

28. Do not assume that overcoming an immediate crisis has eliminated future danger. Make sure the suicidal person's problems are truly solved.

29. Make a tangible plan for a future meeting, for a joint visit to a third party, etc. Attempt to make the person feel you've made some tangible progress together.

30. Remove any potentially lethal objects from the area where where a disturbed person will be staying. (Guns, knives, razors, alcohol, drugs—including common, non-prescription drugs, ropes, nylon stockings, glass objects, car keys, etc.)

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ADOLESCENT SUICIDE COUNSELING GUIDELINES

IF SOMEONE WANTS TO TALK:

1. **Do not back off or try to delay dealing with the person.**
2. **Communicate your concern for the well-being of the person.** Be an active listener and show your support. Do not debate whether suicide is right or wrong. This may make the person feel more guilty and worthless.
3. **Do not give advice.** Do not add to the person's guilt. (e.g., "Think how your parents, friends, etc. would feel!"). Accept what is said, and treat it seriously.
4. **Do not say everything will be all right.**
5. **Help the person explore feelings.** Try to focus the problem. Help identify the resources needed to improve things. Help the person recall how he or she used to cope.
6. **Talk openly and freely and ask direct questions about the person's intentions.** Ask if the person is considering suicide, if such information is not forthcoming. It is OK to talk about suicide, and it will not give the person an idea he or she has not thought of. Try to determine whether the person has a plan for suicide—the more detailed the plan, the greater the risk.
7. **Help determine what needs to be done or changed.** Get the person to agree to do something constructive to change things.
8. **Encourage the person to seek help from a school counselor, minister or someone who is trained to help solve emotional problems.** If the person resists, you may have to get the necessary help for him or her.
9. **Do not leave the person alone if you believe the risk of suicide is immediate.** Trust your suspicions that the person may be self destructive.Call the police if the situation is immediately life-threatening.
10. **Do not swear secrecy to the suicidal person.** You may lose a friendship, but you may save a life.

HELPING TEACHERS ASSIST IN STUDENT BEREAVEMENT

When a school experiences any type of a traumatic loss, there is need for the school to have a postvention plan to assist students and staff deal with the painful emotions and troubled thoughts brought on by this stressful situation. Quite often, schools in the midst of a loss need trained professionals to assist them to develop a plan of action to address the concerns of students and staff. The following document has been used by crisis intervention teams in Baltimore County Public Schools as a briefing handout to assist teachers work with students when a death occurs in the school. **This particular handout addresses the completed suicide of a secondary student.** These materials will be revised each time there is a loss to provide teachers with a structure to respond to other traumatic losses such as automobile deaths, death of a staff member or student after a long illness, or a murder. Obviously these statements would also be revised in developmentally appropriate ways to assist teachers working with younger students.

The context in which the handout is used is a brief (approximately twenty minutes) faculty meeting before school in which the crisis intervention team members and school administrators explain the postvention plan and invite teachers to assist in informing students of the loss and helping youngsters to express their grief in a beneficial way. Teachers, in such a meeting, are encouraged to address young people's need to mourn. They are provided a simple structure to follow. Also teachers are offered the direct assistance of trained crisis intervention team members to help make the announcement and conduct group discussions in classroom settings. In Baltimore County Public Schools' postvention plan, schools remain open in order to provide students with a setting in which to do their mourning; all announcements are made by teachers to the students in their individual classrooms (PA system is an inappropriate forum to use for announcing a death); and additional pupil services personnel are brought in to provide student with trained counseling professionals for one-to-one counseling or small group counseling sessions as needed.

Resource information obtained from:

Baltimore County Public Schools
Youth Suicide Prevention Advisory Committee
825 Providence Road
Towson, Maryland 21204
Phone: (301) 887-4194
April 1989 (Revised)

BASIC NOTES TO TEACHERS ON GRIEF WORK:

Any death in a school is like a death in the family. There is a concept in grieving called "Group Survivorship". The term describes phenomena typically present when anyone experiences the death of someone close to them. It will be common for a teacher to observe the following group-survivorship needs in students:

- troubled thoughts and feeling related to guilt, anger and sadness
- a desire to be recognized as "survivors" who have experienced a loss
- a wide range of behaviors from crying in public and disorganized, confused wandering about the hall to a somewhat callous disregard for other' feelings
- an intense curiosity about the details of the death
- an expectation to be informed about the loss and the school's planned response
- a wish to participate in a memorial service coupled with a general lack of awareness about mourning rituals
- a need for directions on how to assist each other deal with a loss.

Group Discussion Guidelines

The following topics are issues generally raised in any discussion with young people who have experienced any loss in the school community:

TOPICS	CLASSROOM TEACHER OR GROUP LEADER CAN:
MEMORIES	Review the deceased's life. "Tell me what you remember about _____."; "Remember when _____ did this?"
CAUSES (Why?)	Review the circumstances of the death. Reframe their misrepresentations (e.g., Some will want to blame his parents, teachers, or friends. Emphasize that the real truth is that suicide is the wrong solution to pressures which all of us experience in life.)
WHAT WILL HAPPEN (What's Next?)	Shape their expectations about the ritual of mourning. Some have never been exposed to the grieving process (e.g., what they will see; what to do and say, hints on notewriting etiquette.)
WHAT CAN WE DO (How to Help?)	Shape their response, i.e., what they could do for themselves and others because this has happened. Help them focus on being mutually supportive; encourage their pursuit of school programs to combat losses such as the one experienced by the school community.

Announcing the Death to Students in the Classroom

The following statement is to be used as a guideline for the classroom teacher to announce the death of a student.

DRAFT OF CLASSROOM ANNOUNCEMENT

Something has happened which makes it necessary to talk with you about suicide. All of us have problems from time to time. Most of us face these challenges and learn to cope with our problems without being destroyed by them. When people take their own lives, they allow their problems to destroy them.

On (. . . . date . . . .), one of our students, (. . . .name . . . .), took his own life. We do not have all the details but this is what we know so far . . . . .

Because this has happened, we now face the challenge of how to help one another. We may need to help each other deal with some confused feelings. Our first reaction might be to feel upset, saddened, and shocked by the death of one so young. Some of us will feel angry and frustrated because this was an unnecessary death, a permanent "solution" to what was a temporary problem. Others of us are going to need to talk to someone to make sense out of this. Some of us might feel guilty. We might say, "Maybe I should have known _____ was going to commit suicide, "Or" I knew something was wrong but I didn't know how to help." Unfortunately, when people decide to commit suicide, this ends the chance of ever improving a situation and closes off any chance our being able to help.

It is important to help our friends deal with this loss. We must reassure one another that no situation is completely hopeless, no one is really helpless and alone.

It would be helpful to alert the students about the extra resources which will be available for them in school today:

- the teachers are concerned and will do everything possible to help students deal with the loss.
- there will be a "drop in" room located at _____where students can come during lunch and after school to talk to one another.
- the guidance office has a number of extra counselors available to talk with students. Teachers will send those who request a pass.
- after school there are a number of agencies in the area. Students can call these numbers _____ or drop in at _____.

For those classes which may need some extra time to adjust to this shock, it is helpful to put aside some time in class for small group discussion. Also assure them that they will be informed about the funeral arrangements as soon as the school learns about them from the family.

ONLY A TEACHER?

I am a teacher! What I do and say are being absorbed by young minds who will echo these images across the ages. My lessons will be immortal, affecting people yet unborn, people I will never see or know. The future of the world is in my classroom today, a future with the potential for good or bad. The pliable minds of tomorrow's leaders will be molded either artistically or grotesquely by what I do.

Several future presidents are learning from me today; so are the great writers of the next decades, and so are all the so-called *ordinary* people who will make the decisions in a democracy. I must never forget these same young people could be the thieves and murderers of the future.

Only a teacher? Thank God I have a calling to the greatest profession of all! I must be vigilant every day lest I lose one fragile opportunity to improve tomorrow.

IVAN WELTON FITZWATER

"HOW TO IMPROVE STUDENT ACHIEVEMENT"

INTRODUCTION

"The family is the cornerstone of our society. More than any other force it shapes the attitudes, the hopes, the ambitions, the values of the child."
-President Lyndon B. Johnson

You've probably heard your parents or those with whom you live say, "When I was your age, we didn't do or say half the things you say and do." The times you live in have changed drastically from the times when your parents were growing up. Your family life is unquestionably different from that of your parents. Some of the old traditions still exist, but the nuclear family—mom and dad and kids—has slowly diminished. The traditional family—with the father as head of household and sole provider and the wife staying home to raise children—is becoming extinct.

We live in a society in which people stay single longer, have more sexual experiences before marriage, get pregnant and have children outside of marriage, marry less, have fewer children, and often live together before marriage. Many of these changes are due to:

1) economics—forcing both parents to work;

2) the overwhelmingly high divorce rate resulting in single parent families typically headed by women—many of whom live below the poverty level; and

3) in part, to the women's movement causing both men and women to question the traditional masculine and feminine roles to which they were originally assigned.

The social stigma of divorce has almost disappeared. With almost 50% of all marriages ending, divorce today is a relatively simple matter. Over 10% of the population is homosexual. Gay and lesbian people are living their lives more openly and homosexuality is more accepted by society than ever in the past. Another segment of the population that is becoming increasingly common is the never-married parent; a result both of the tragically high teen pregnancy rate and the decision of some older women to have a child outside of marriage because their biological time clock is running out.

We also are living in times when drug and alcohol abuse, premarital sex, teen pregnancy and teen suicide, and the rising statistics of death and

maiming of record numbers of people as a result of crime and violence have become almost common occurrences.

We are dealing with new statistics that are alarming and terrifying. In the eyes of many people from other countries, the United States has had a moral decline. They believe that our country has lost much of its integrity because values do not appear to be very important to so many of its citizens.

We have the highest teen pregnancy, birth and abortion rate in the civilized western world. Parents are physically and sexually abusing their children in horrifying numbers and in horrible ways. Teens are committing serious and violent crimes, carrying guns to school, killing each other in record numbers, and using drugs and alcohol on a regular basis. Suicide is the third leading cause of death for teenagers and young adults. Husbands are battering their wives—forcing many of the women to take their children and flee. Shelters for battered women are opening everywhere to try and help thousands of these women with no place to go and homeless people are living on the streets in one of the wealthiest countries in the world.

THE WAY IT USED TO BE

If you've studied sociology, you know that marriage was originally designed for two main purposes: economic survival and childbirth. And it was expected that the children would contribute to the economic survival of the family. Man and woman just didn't marry for love. It wasn't until the late 17th century that romantic love entered the picture and couples fell in love first and then got married.

For a long time, people believed that "love conquered all". Most people thought that falling in love and getting married was the natural course of events. It didn't take "work" to keep a marriage together. Having babies was natural, too. Almost anybody could have one. Everyone, of course, knew how to be a parent. There was nothing to learn about parenting. Everyone also knew about love and sex because it was just part of nature and no one had to show the birds or bees how to do it. We are just now beginning to recognize that love isn't the answer and marriages doesn't always work.

Maybe we have placed too many demands on marriage. Are we expecting too much of marriage when we look to it to meet all our needs for friendship, romantic love, sexual pleasure, emotional support and, especially, personal fulfillment? Should we redesign marriage since it no longer serves its original function? Or should we simply begin to teach people, as we do for almost every other complex job, the skills they will need for the difficult, but often rewarding and gratifying role of marriage partner (or simply, partner in a relationship). It does seem pretty incredible that we won't allow a doctor to practice medicine, a lawyer to practice law, a plumber to fix our sink, or an electrician to wire a house without years of training and even rigorous exams, but we allow people to marry and have children without any preparation whatsoever!!! Shouldn't the value of human relationships be greater?

SO WHAT'S WRONG??

What's happening? Relationships are failing. People are hurting themselves and one another. Many people feel the need to drown their problems in drugs or alcohol. Many others are depressed? Mental hospitals, jails, prisons are full. People don't think twice about getting into cars drunk. Men and women are killing each other over domestic quarrels. Kids are killing one another over bad drug deals. It almost seems that many people have no regard for life. Psychologists and scientists are trying hard to find answers.

Self-Esteem

They have discovered some basic reasons why these problems exist. The first and most important is that many of us look for love, recognition and acceptance in someone else—instead of ourselves. We look to others to make us look and feel good. We don't seem to know that if we don't love ourselves first, no one else may either. It is also difficult to give real love when you don't feel it for yourself. This recognition of one's own worth is called "self-esteem."

Communication/Coping Skills

Another reason people aren't able to get along with one another or cope with their own problems is their inability to communicate their real feelings and thoughts openly and honestly. Too many people are unable to share their hopes and dreams or their pain and fears. When feelings are suppressed—held in—life generally doesn't work very well. Relationships fail, friendships end, jobs are lost, violence often erupts and people become physically and mentally ill. Though all concerned may suffer, the one who suffers most is the person holding on so deeply to his or her feelings.

Expectations

Most people grow up with unrealistic expectations and distorted pictures about themselves and their lives. Disappointment, pain and even failure is often almost inevitable. Where do we get these expectations? Parents. Teachers. Books. Movies, soap operas, music and even rock videos. Expectations come from the messages you get while you're growing up. Unfortunately, because there is so much negativity and hostility out there, the messages you may be getting may not be positive or realistic. If you hear, see and receive negative input, you may tend to internalize it and make it real. If you're constantly told that you're not good, smart, reliable or whatever, you eventually begin to believe it.

This is a book about relationships. All kinds of relationships. We're in relationships from the moment we are born until the moment we die. First with our family—parents, brothers and sisters, aunts, uncles and cousins. Then we make friends. Later, we fall in love—and maybe get married. As young adults

we begin careers or jobs. All these roles involve relationships—interacting with others. But the most important relationship each of us will ever have is the one we will have with ourselves.

This book will attempt to explore **"THE DYNAMICS OF RELATIONSHIPS,"**—which means everything it takes to make a relationship work. We'll look at how relationships are formed, how they are maintained and how they change over a period of time. We'll study the "magic" surrounding love and marriage. We're learning that you cannot magically pull two people out of a hat and expect them to live happily ever after. We're learning that without self-esteem and respect for one another, chances for success are slim. The course will also try to dispel the mystery and the myths around love. Falling in love can be and should be a wonderful experience. For love to last, however, it also must be approached realistically. We'll look at how you've come to know of love, what it means to you and what you can expect of it. Making a relationship work is not really mysterious. There are some essential ingredients that go into making successful relationships. Those ingredients are vital to any kind of relationship—love, friendship, marriage and even employer-employee. Regardless of the race, religion, ethical or moral values of the people involved, respect for one another, trust, consideration, openness, honesty, equality, appreciation, the desire and ability to communicate effectively and, most importantly, high self-esteem and positive self-images are necessary if relationships are to survive.

This course is not a cure-all and it won't automatically transform all your present or future relationships into conflict-free, lasting unions. It will teach you new skills, attitudes and behavior patterns that will better prepare you to face the different roles that you will play during life. Its objectives are to help you develop:

1) a strong and secure self-esteem;

2) effective communication skills;

3) strong coping skills that will help you better handle stress, anger and conflict;

4) clearer, more realistic expectations of marriage, parenting and family life, and

5) a deeper understanding of the commitment necessary to achieve and maintain strong, lasting relationships.

It also offers you an opportunity to confront many of the difficult and even painful issues you may be struggling with such as: handling rejection or breaking up with a girlfriend or boyfriend; dealing with stress or depression; deciding whether to stay in school, or join or get out of a gang; or the issue of carrying a gun or seeing or knowing someone who has been murdered; sexual abuse; dealing with a personal drug or alcohol problem—whether as a user or seller—or having a parent who has a drug or alcohol problem; understanding and dealing with your parents' divorce; living with a single parent; adjusting to a new family if one of your parents has remarried, or dealing with parents who are

verbally or physically abusive to each other or to you because of their own set of problems.

The course will not try, in any way, to undermine the values that were taught to you by your parents or guardians. We know that customs, ideals and moral values vary from family to family. If certain issues or areas are not in agreement with your particular ethnic or religious views or beliefs, you will be able to take what you have learned and apply it to your own set of values. You can accept what fits and feels comfortable to you.

The course also is designed to help parents who may be struggling with ways to teach you skills that no one ever taught them. See if your teacher will plan some workshops where parents can come and talk with you about some of these issues. Share the book with your parents and sit down and talk to them about some of the feelings or problems that this book covers. Hopefully, some of the gaps between you and your parents can be narrowed as they take the opportunity to learn and share with you in this program.

You may decide how much or how little you choose to share or participate in this course. Hopefully, you won't feel threatened by this program and will look at it as a helpful support system and an opportunity to learn how to get along better with yourself and others. View it as an opportunity to improve the quality of your life—to take control over your life. What you learn here may, at first, seem strange or awkward—you may never have looked at relationships in this way. But the more you use these skills—the more you make them a regular part of your life—the more natural they become. There's no magic here unless you personally become committed to developing, recognizing and accepting your own uniqueness and self-worth. When you accept that only you can decide to change the quality of your life—by achievements and efforts, caring and kindness, love for your fellow man and determination to reach your personal goals— you will see yourself "magically" transformed, as is the caterpillar who evolves into a beautiful butterfly.

These words were written on the tomb of an Anglican Bishop (1100 A.D.) in the Crypts of Westminster Abbey. I hope they inspire you.

"When I was young and free and my imagination had no limits, I dreamed of changing the world.

As I grew older and wiser, I discovered the world would not change, so I shortened my sights somewhat and decided to change only my country.

But it too seemed immovable.
As I grew into my twilight years, in one last desperate attempt, I settled for changing only my family, those closest to me, but alas,
they would have none of it.

And now as I lay on my deathbed, I suddenly realize:
IF I HAD ONLY CHANGED MYSELF FIRST,
then by example I might have changed my family.

From their inspiration and encouragement, I would then have been able to better my country and who knows, I may have even changed the world."

What you get out of this program is up to you. Please take advantage of every opportunity to learn more about yourself and your chance for a happier, healthier life. **Always remember that force or any kind of physical violence will not solve any of your problems. I promise you that it will only create more of them and will make things much, much worse.** Believing in yourself, understanding the way you feel, thinking well of others and talking things out with people is the key to a successful and happy life. Your life has great value and you are a worthwhile person. Always remember that.

I WISH YOU MUCH SUCCESS AND HAPPINESS NOW AND FOREVER.

With love,

Pat Kramer

SELF-ESTEEM

Learning Objectives

Study of this chapter should enable students to:

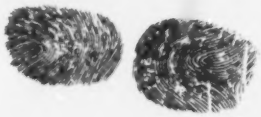
- Identify traits of healthy self-esteem.
- Identify the different parts of their personalities.
- Identify traits of low self-esteem.
- Explain factors possibly affecting self-esteem.
- Explain and describe their own emotions in different situations.
- Identify stressful feelings and situations.
- Identify signs of depression.
- List some of the warning signals of suicide.
- List and explain some constructive things they can do to help build and maintain self-esteem.
- Explain the importance of self-love and self-esteem.

SELF-ESTEEM

"Though we travel the world over to find the beautiful, We must carry it with us or we will find it not" — Ralph Waldo Emerson

LIKING YOURSELF

The world is full of people, but there is no one just like you. Look around at classmates in school or on the playground. Look at your brothers and sisters. Each of them dresses, laughs, talks, plays, and even thinks differently. When other people look at you, they see someone different than themselves, too. Just as there are no two fingerprints that are identical, each person on this earth is unique.



"You are unique.
In all the history of the world there
was never anyone exactly like you.
And in all the infinity to come,
There never will be another you."

The way you look and feel is not necessarily the way your best friend, your sister, your brother or either one of your parents looks and feels. Your hopes, dreams, and plans are all uniquely your own. Reading this book can help you realize just how special you are. It will help you to accept yourself as you are. It will also give you some ideas about how to change some of the things about yourself that you want to improve.

This book may also help you learn how and why other people are different from you. If you want people to understand and respect you, then it is very important for you to try to understand and respect them.

PARTS OF YOU

You have many different parts. All of these parts make up your **personality**. You let people know who you are by how you act and the way you communicate your thoughts and feelings. You act differently around different people, so they get to know you in many different ways. Some of those ways are:

1. the way you act with your parents, friends, classmates, teachers, sisters and brothers
2. how hardworking, trustworthy, patient, or friendly, you are

3. the clothes you like to wear

4. the things that you like to do like sports, singing, or drawing

5. how much time you like to spend playing alone.

The way you act with people at different times and in different places is the way you show your **personality**. When you were born all parts of your personality were good. As you began to grow older, your personality changed and you may have started feeling uncomfortable with certain parts of yourself. You may try to keep these parts of yourself hidden because you may not want other people to know about them. When you try to hide parts of yourself, they usually come out anyway. It's better to face the parts of yourself that you don't like. Once you get them out in the open, you'll see that they're not so bad. If you are really unhappy with parts of your personality, there are ways to change those things that you don't like. You will continue to change throughout your life. It's natural and good for you to change.

GETTING TO KNOW YOURSELF BETTER

Pick a part of your personality that you don't like. Are you bossy? Do you always yell at your sister or brother? Do you always feel mad? Are you always getting in trouble for not finishing your homework?

Pick a part of your personality that you like. Are you friendly? Do you do well in school? Do you help your parents around the house? You may not feel comfortable thinking or talking about the good parts of you because you may not like to brag. Other people may not be sure what their good parts are because they've never thought about them or may have been told they were bad when they were very young.

Can you think of good and bad parts of you? If you can't think of anything good about yourself, ask for help from someone you like and trust. Maybe they will help you get started and then you can continue adding to the list. It is very important for you to be able to identify good things about yourself. If you know what these good things are, you will feel better about everything you do. All the things you do at home and in school will be more fun if you learn to like yourself. Also, if you admit some of your bad parts, you will begin to accept yourself as a human being. This makes it easier to be more understanding of other people's problems and faults.

At first you may feel funny about getting to know yourself better, but remember that the first time you do anything new, it may feel uncomfortable. You will get more and more used to thinking about and knowing yourself. Now get ready to really look at yourself—your personality. Make a list of words that best describe you. List both good and bad things about yourself.

Here's an example of how to do this:

Words That Best Describe Me:	How I Feel About This Part of Me:
1. scared	1. I hide this. I don't want anyone else to know how often I am scared.
2. smart	2. I feel good about being smart. It is important to me to be smart.

Here are some words to help make your list.

weak	rude	babyish	pretty
angry	pleasant	meek	tomboyish
snobby	happy	boring	sensitive
nagging	cheap	smart	cheerful
emotional	dreamy	brave	relaxed
hard-working	lively	lovable	fat
chubby	greedy	phony	fair
calm	funny	skinny	active
hard-headed	nasty	patient	grouchy
worried	moody	wild	unable
confident	wise	thoughtful	helpful
playful	silly	responsible	helpless
disturbed	honest	fearful	nervous
pushy	friendly	talented	good
quiet	shy	intelligent	healthy
cute	popular	sad	polite
brainy	rough	wonderful	flirty
forgetful	artistic	confused	withdrawn
nice	talkative	rough	ugly
caring	athletic	loving	scared
depressed	tense	untrusting	unsure
a bully	beautiful	bossy	lonely
know-it-all	mean	perfect	

Maybe you found many words that described you on this list, or maybe you felt uncomfortable with this activity. Looking at yourself honestly is hard. You have to really ask yourself ***"Who am I?"*** ? ? ? ? ? ? ? ? ?

If you've never thought about this before, give yourself some time to think about how important knowing yourself really is.

Something else about making this list could have confused you. You may have chosen two words that seemed opposite to you. You may wonder how it's possible to be both happy and sad at the same time. Remember, you have different parts. Some situations or feelings in your life can make you feel happy, and some may make you sad. Both of these feelings are real.

It is important that you learn to accept all parts of your personality. The more you accept yourself, the more comfortable you'll feel about getting to honestly know yourself. The more you get to know yourself, the more you will understand what is right or wrong for you. You will be able to choose what action to take or the proper behavior based on who you are.

To get to know yourself even better, it might help you to make several lists of the things that make you: 1) happy, 2) sad, 3) angry, 4) tense, relaxed, 6) excited, 7) frustrated, or 8) scared. Then check those that you want to hold on to because they make you feel good. Also check those that you would like to change because they get in the way of feeling good or getting along with others .

THE REAL YOU ? ? ? ? ? ?

There are three different ways to find out more about yourself. One way is to ask yourself: ***"How do other people see me?*** *Do they think I'm happy? Do they think I'm bad? How do I look to others: Skinny? Fat? Handsome? Pretty?"* You may or may not realize it, but how other people see you can be very different from how you see yourself.

The second way is to ask yourself: ***"How would I like other people to see me?" "How would I like to see myself?"*** If who you would like to be is very different from who you are, you can start thinking now about the things you want to change. However, don't be too hard on yourself or expect yourself to be perfect.

The third way to know more about yourself is to identify the ***"real"*** you. The **"real"** you is the person you are right now—not how you would like to be or how others see you, but how you look, act, and feel at this very moment.

It's easy to feel confused about these three different ways to know yourself. When people react to what you say or do in a way that confuses you, you may not realize how you are acting. Other people see you as you really are. It is important that you get to know yourself honestly so you can understand why people respond to you the way they do.

Respond to the next three statements in writing or out loud.

1. How do you think your friends see you? _____
   _____
2. Describe your real self. _____
   _____
3. Describe how you would like to be. _____
   _____

If the people around you thought you were good and showed you a lot of love when you were very little, you probably learned to like yourself. If they didn't, you may have felt bad. The people who were around you when you were a child affect the way you see yourself. You were born into a family that has helped you be who you are . How do you see yourself now? Do you see yourself as a person who does well in school and is happy at home? Do you see yourself as a person with friends and people to depend on? The things that are happening to you now may also shape your grown-up life. How do you react when something bad happens? Are you a positive thinker?

If you like yourself — or more importantly, if you can accept yourself exactly as your are, you have **self-esteem**. Having **self-esteem** does not guarantee success or happiness, but it is hard to succeed without it. Most people can learn to accept themselves. Liking yourself does not just mean that you think you are cute, that you have a new bike every six months, or that you do things you don't like to do just to make other people happy. It does mean that you do things that make you, and hopefully, your family proud. You do your homework and you're helpful to the people around you whom you care about and who care for you. Liking yourself comes from doing things that you think are good.

FEELING UNLOVED AND SELF-ESTEEM

Most likely you are loved by the people around you, but you might not always feel it. Parents, brothers, sisters, teachers and friends are not mean or unloving on purpose. Sometimes it may seem that way, but just like you—the people around you have good and bad days too. Sometimes people have their own problems or worries and don't really seem to have time for you. Maybe you have a big family and both of your parents work. Your teacher may have a big class and just can't give you individual attention. For whatever reason, you may be growing up feeling confused about your importance to the people around you. At times, you may really feel completely unloved.

Maybe you feel overprotected, like you can't do anything on your own. It may seem as if you can't make any of your own decisions, at home or at school. Overprotective parents often don't realize how they treat their children. They just don't want anything bad to happen to them. Remember the people around you do care for you, though they may not always show it the way you'd like them to.

FOR BETTER OR FOR WORSE LYNN JOHNSTON
WHERE HAVE YOU BEEN ALL THIS TIME?
OH...NOWHERE.
YOU WERE AT EDDY'S ARCADE WITH GORDON. —YOU KNOW WE DON'T LIKE YOU GOING IN THERE.
STAY IN YOUR ROOM, MICHAEL. WE'LL DISCUSS THIS MATTER LATER.
BOY, IS GORDON EVER LUCKY. HIS PARENTS DON'T CARE!!
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If you are working harder and harder to make the people around you happy and it is not working, don't blame yourself. Maybe these people did not get a lot of love themselves and are having a hard time showing love to others. It's possible that no one was interested in them when they were young. Maybe no one cared how they did in school or in sports. Maybe no one spent time with them. The people who you feel ignore you could have been ignored themselves when they were young.

There are two important things you need to remember when you are feeling unloved or uncared for: 1) the people around you may have problems of their own, and 2) these problems are not your fault. If you can remember these things no matter what happens, you will be able to hold on to your self-esteem.

When you feel unloved, even though those around really do love you, there are many things that you may do and feel. Here is a list of some of those things. You might:

1. feel like rebelling, or that you always need to be right.
2. feel that life is unfair.
3. start to pity yourself.
4. blame others for everything.
5. start to believe that you are never good enough and never will be.
6. expect to always get your way.
7. not be able to think for yourself.
8. hide how you really feel from yourself and others.
9. give up on life and stop trying.
10. say and do bad things.
11. need to feel perfect.
12. not want to admit when you are wrong.
13. lie, steal, or be dishonest.
14. try to hurt other people who you think are trying to hurt you.
15. not finish your work or refuse to do anything new.
16. worry about what other people think instead of how you feel.
17. become physically sick.

18. become mentally or emotionally sick.
19. hurt yourself by using drugs or alcohol.
20. try to commit suicide.

If you see anything that describes you, first try to admit that you are really feeling this way. If you can accept that you are feeling angry or sad, then you will be able to better handle what is going on around you, as well as what is going on inside you.

People who don't feel loved or love themselves, often grow up feeling very bad. Their self-image may be very low and they may feel helpless, powerless or shy. They may finally reject themselves and do only what other people want them to because they feel useless. If you are feeling unloved now, you can learn to love yourself now so that these things may not happen to you later.

Read this poem by Dorothy Law Nolte. It explains how the way you are raised can affect the way you live your life when you grow up.

CHILDREN LEARN WHAT THEY LIVE

"If a child lives with criticism, he learns to condemn.
If a child lives with hostility, he learns how to fight.
If a child lives with fear, he learns to be apprehensive.
If a child lives with pity, he learns to feel sorry for himself.
If a child lives with ridicule, he learns to be shy.
If a child lives with jealousy, he learns what envy is.
If a child lives with shame, he learns to feel guilty.
If a child lives with encouragement, he learns to be confident.
If a child lives with tolerance, he learns to be patient.
If a child lives with praise, he learns to be appreciative.
If a child lives with acceptance, he learns to love.
If a child lives with approval, he learns to like himself.
If a child lives with recognition, he learns that it is good to have goals.
If a child lives with sharing, he learns about generosity.
If a child lives with honesty and fairness, he learns what truth and justice are.
If a child lives with security, he learns to have faith in himself and in those about him.
If a child lives with friendliness, he learns that the world is a nice place in which to live."

If you are feeling unloved, you may feel as if it was your fault or that something must be wrong with you. **Nothing is wrong with you and it is not your fault** — *unless you have been acting very mean or physically hurting other people.* Reading this book can help you find some ways to resolve some of the bad feelings or problems you are having.

THE MOST IMPORTANT THING FOR YOU TO REMEMBER IS THAT NO MATTER WHAT HAPPENS, YOU ARE STILL AN IMPORTANT AND A WORTHWHILE PERSON.

Think about the families you know and the teachers you have had. Think about your brothers and sisters and your friends. How did you relate to these people? Look at the way you and these other people show respect for one another. Look at the times when you don't show respect for each other.

1. How do you and your sisters and brothers show each other love and respect?
2. How do you and your parents show each other love and respect?
3. How do you and your teachers show respect for each other?

SEPARATION/DIVORCE

Many of you live in two-parent homes and hopefully will never have to deal with the issue of divorce. Because so many divorces are taking place today, this topic has been introduced to help those of you who are part of single-parent homes. This may help all of you, regardless of your family situation, to understand what it's like for those who go through a divorce and live with only one parent. When families separate, it seems to leave those involved feeling very low. Even those with a healthy self-esteem can be affected.

Sometimes a parent suddenly leaves home without telling you or saying goodbye. If that has happened to you, you may feel unloved by that parent. That's probably not true. The real reason may be that your parent just didn't feel like a good mother or father anymore. Or, that parent may have been unable to cope with their own problems and manage a family, as well. You may not understand the behavior or the feelings of the parent that left. And you will probably feel hurt for a long time.

JUST REMEMBER THAT IT WASN'T YOUR FAULT!!

Maybe you never lived with either or both of your real parents. It's possible that you've never even met your parents because they may have left when you were very young. If you have lived with only one parent, you may know nothing about your other parent because the one you live with will not talk about him or her with you. You may feel bad about yourself because you see the other children talking about both of their parents. This can bring up feelings that you don't understand or like. You might try to hide these feelings, but it is best to try and talk about it with your parent, if possible, or someone else with whom you feel close.

KEEP REMINDING YOURSELF THAT IT IS NOT YOUR FAULT. YOU DIDN'T DO ANYTHING WRONG.

Sometimes things just happen that we can't understand.

If your parents have divorced or are separated now and have told you that they plan to get a divorce, this can affect how you feel about yourself, also. Your family, as you have known it, will never be the same. Sometimes children feel that they are the cause of their parents divorce. This is not true. Your parents will probably tell you that you are not the cause of their divorce. Believe them. Your mother and father have problems all their own. Sometimes people who started out being deeply in love begin to grow apart and sometimes they just stop loving each other, but that doesn't mean they have stopped loving you.

YOU ARE NOT RESPONSIBLE FOR THEIR DIVORCE.

Whatever the reason, when you are used to living with both parents the loneliness hurts, especially when you realize that the parent who left is not coming back.

After a divorce, you may not feel that either parent is paying enough attention to you. You might feel as if the parent who is not living with you doesn't care anymore. Though it may seem that way, it usually isn't true. Your mother or father may not be able to spend as much time with you now. That parent is trying to make a new life and adjust to being single. Though your mother or father want to spend time with you, spending time looking for a new place to live and then setting up a new home takes a lot of time. Maybe the parent who left doesn't feel comfortable visiting because he or she may not feel like a part of the family any more. Often the parent who moves out has to make new acquaintances because their old friends find it difficult or uncomfortable to continue the friendship. The parent who has moved out could even move to a new town for a new job or to get a fresh start—but don't think this is happening because of you.

SINGLE PARENT FAMILIES

It may also seem sometimes that the parent you are living with is too busy for you. Remember that the parent who stays is trying to adjust mentally, physically, and financially to managing your family alone. The parent that stays with you may have to work longer hours to pay for things themselves. He or she may not be getting enough or any money from the parent that left. This will be hard for you, especially if your mother or father never worked before and you were used to seeing one of them when you arrived home from school. Now the parent who used to be home caring for you is out working. It is important to remember that the parent you are living with is usually doing the best job possible. Single parents have to work, run their own personal lives, take care of their children, and try to handle their own feelings of loneliness, too. That's a big load to carry. This is the time that both of you will need to help each other by giving as much love and support as possible.

The adjustment period will be difficult and take time. All the people involved in a divorce have many bad and sad feelings to work out. Each person or family member will go through this period in different ways and it will take each a different amount of time to adjust.

JUST KEEP REMEMBERING THAT THE THINGS THAT ARE HAPPENING TO AND WITH YOUR PARENTS ARE NOT YOUR FAULT.

At this time, you may feel that you can not control the things that are happening in your life—and you are probably right! But you can control how you handle your own feelings. Be patient with yourself and the other people in your family. Let yourself feel all the bad feelings. Don't try to hide them or fight them and sooner or later they should go away. Give yourself some time to feel better. But after awhile if you don't feel better, you may need to talk with someone who is trained to help people with the problems and feelings that often occur after a divorce or separation.

REMARRIAGE AND STEPFAMILIES

Suppose one or both of your parents remarry. You might have to learn to accept two new families, if your mother or father decide to marry people who already have children of their own. You may have to get used to two new parents, and new brothers and sisters. During this time of change, you may feel unloved and ignored. Your parents are very busy with their own new lives. They are not ignoring you on purpose.

This is a hard time for the whole family, not just you. During these times of change and readjustment, it is very important to know, admit, and understand your own feelings. It is also important to try and understand the people around you. If you have brothers and sisters, pay attention to how they are acting. Although it may not help you feel any better when you are really low, all the other family members are probably going through the same things that you are! They may also be feeling unloved. Maybe you can comfort each other during this difficult time and become better friends. Talking to one or both of your parents can help you understand that adults have to adjust to new situations, too. This may help you feel a little less angry and lonely. It also will help you be a little more understanding toward the people who you feel don't care enough for you.

BEING ADOPTED

If you are an adopted child, you are a child who is loved. There are some people who cannot have children due to a physical problem. When this happens to men and women who love and want children, they sometimes adopt a child. An adopted child is usually one whose natural mother—the woman who gave birth—could not keep or raise the baby herself. She might have been very young, unmarried, or so poor that she felt the child would be better off in another family. Women who place their children for adoption usually do so because they care about their children's welfare. And men and women who adopt children also do it because they want to share their love with a child.

Sometimes parents tell their children when they are young that they are adopted, but sometimes parents wait until the children are older. Being adopted is a wonderful gift, but sometimes children who are adopted don't think so. If you are

one of those children, think of yourself as a child of love—placed for adoption by someone who loved you dearly and adopted by parents who wanted you and now love you very much. Do not ever think you were placed for adoption because you were not loved. If anyone ever laughs at you or makes fun of you because you were adopted, just remember how many people love you. Adopted children are as important and loved as any child.

LOSING SOMEONE YOU LOVE

Many of you reading this book have never had to think about or face the death of someone you love. But some of you have. If someone you loved or cared about died, it was probably the hardest time of your life. People have many different feelings when someone they love dies. These feelings can be:

1. *anger*—you're mad because that person died and left you;
2. *guilt*—you feel that it is your fault;
3. *depression*—you can't stop feeling sad;
4. *loneliness*—you feel lost without that person;
5. *fear*—you wonder who is going to take care of you;
6. *shock*—you can't believe that this could happen to you; or
7. *denial*—you refuse to believe that the person is really dead.

These feelings are all natural, because you have lost someone whom you cared very deeply for, depended on, or looked up to. When the death occurred, the people around you may not have known how to act or what to say to you. Your friends, neighbors, and even relatives may have avoided you, or stopped talking when you entered a room. They might have even tried to act like nothing happened. You may have felt or are still feeling guilty, as if the person's death was your fault. Maybe you felt that you could have done something to stop it. Remember the discussion of divorce that you just read? The same thing is true about death.

IT IS NOT YOUR FAULT THAT SOMEONE YOU LOVE DIED.

They didn't die because you were bad or weren't always nice to them. There was nothing you could have done to prevent that person's death. When the death occurred, if you gave yourself enough time to grieve and express your feelings through crying or talking to someone about your pain, then you may be feeling better now. This doesn't mean that you don't feel sad when you think about that person. But if you have not been able to talk to someone about your feelings, you may still be sad and in pain. You may need to find special help to feel better.

If you have a friend who has lost a family member, there are some things you can try to do to make that person feel better. First, don't avoid the person because you don't know what to say. You don't have to say anything—just let your friend know that you care. Give your friend a hug. Bring over some cookies you have baked, or ask your parents to help you make some food for your friend's family. Get your friend involved in some activity--just getting him or her out of the house can be a big help. If you feel comfortable enough, offer your friend an ear and just listen.

Your friend is probably feeling very hurt. If you try to be patient and understanding, it will help your friendship and you will grow, as well.

Losing a loved one through death is and will always be a terribly painful experience for all people involved. Nothing—except time can really take away the pain or loneliness. You may never stop missing that person, but having someone to turn to—to share your grief with— can ease the pain and help you get through a very sad time. Don't be afraid to reach out and ask for help or comfort.

SOLVING PROBLEMS AND OVERCOMING OBSTACLES

We have talked about ways of getting to know yourself, self-esteem, feeling unloved, and family separation. This may be the first time you have given these situations any thought. Thinking about these topics may bring out a lot of different feelings in you. Some of the feelings may be happy and some may be sad.

You can learn to make many good things happen in your life and also to overcome some of the bad things. Here are some examples of people who had to overcome obstacles. They found a way to do well even though they had problems or disabilities and the people around them didn't think they'd do it.

This was the headline of a recent newspaper article:
"Only 1 Leg—But He Wins 11-Year Battle To Be A Cop."
Even though this man had lost his leg, he had not given up his dream and determination to become a policeman. Have you ever seen or read about people with no legs who run in marathons?

1. *Walt Disney* — He was fired from his first job because he didn't have any good ideas. You probably have seen a Disney movie and have heard about Disney World.
2. *Beethoven* — His own father called him hopeless, but he went on to become a great composer.
3. *Winston Churchill* — He failed the sixth grade. Later, he became the Prime Minister of England.

Can life be more difficult if you have a physical handicap? Can life be more difficult if you don't like the way your body looks? Think about these questions and see if you can figure out why. Also, think about how the people around you with physical handicaps have learned to accept themselves. Many people spend a lot of time comparing their lives with other people's lives. Do you do this? There are many things that you cannot change about your body, your home, or the people around you. You can only change yourself and how you react or respond. Think about the poem you read after the introduction. Go back and read it again right now.

All around you there are people who have succeeded in spite of negative situations, people and feelings. Can you think of people you know who have overcome serious problems? Can you think of any famous people living now who have overcome serious problems?

REASONS FOR A POOR SELF-IMAGE

Sometimes things that you cannot change and that you are not responsible for can make your life more difficult than it should be. At home, you may be punished unjustly or more often than you feel you deserve. You may feel that you are too short, too fat, wish your nose wasn't so big, or wish you didn't have to wear such thick glasses. You could have been born with a physical disability or birth defect such as muscular dystrophy, deafness, or a birthmark on your face that you feel is unattractive. Maybe you developed a disability as you were growing up, such as a learning or emotional problem. You might have even lost a limb as a result of an accident. These are all things that can happen to good people, and generally they are things that we may have little or no control over. What are some other things that can happen to you as you grow up that might lower your self-image?

TRYING TO BE SOMETHING YOU'RE NOT

Be yourself. Who else is better qualified." *- F.J.Giblin*

I WANT TO BE TALL

There once was a boy named Jamie,
Who wanted to be as tall as a tree,
But it was only a wish, for he was as small as a flea.
One day Jamie said,
"Momma, Momma, I want to be tall!"
I'm busy dear, go play with your ball."
"Papa, Papa I hate being tiny!"
I'm working, stop being so whiney."
"Gramma, Gramma, I want to be big!"
I can't listen now, go play with the pigs."
So he went outside, And what did he see,
But a big, tall, dark tree.
So he climbed it and climbed it,
And thought it would never end.
He finally came to the top and this is what he saw.
He could see the big city, shining bright,
And the deep, blue sea,With fish jumping high,
Down below the people were as tiny as ants,
This is what you see when you are tall
Jamie did rant,
He got so excited with his new discovery,
That tiny Jamie fell out of the tree!

5th Grader, Murch Elementary, Washington, DC

Too many people try to be something or someone they're not—bigger, prettier, handsomer... They are disappointed when they discover that—like Popeye—*"I y'am what I y'am"* and nothing more. The sooner you accept yourself as you are, the better you'll feel. You'll also find yourself more productive because

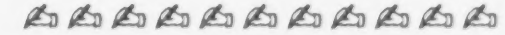
you won't be wasting time wishing your life could be different—instead, you'll spend time becoming the **'best you can be.'**

The way you feel about yourself is very important. Your self-image affects every part of your life—school, friends, family and later your career. If you should get married, your self-image will affect the kind of relationship you will have with your spouse. If you have children your self-image will affect how your children feel about themselves. Your self-image is your future. Let's look at how your self-image affects your life right now.

ARE YOU THE PERSON YOU WANT TO BE?

Having a good self-image or self-esteem means that you know what you need to do to make your life work for you. It also means that you can tell other people what you need and how you feel. People who have a healthy self-esteem can control themselves and usually accept responsibility for their own behavior. Those who possess self-respect usually know good from bad, make wise decisions about their lives, and know how to act appropriately in different situations.

After you read the following checklists, answer the questions as honestly as you can. Answering them can help you to know more about yourself and how you feel about yourself.



UNDERSTANDING MY EVERYDAY NEEDS

Do I:	Yes	No	Sometimes
1. Take care of myself—eat right, dress appropriately, get enough sleep?	—	—	—
2. Love myself and other people?	—	—	—
3. Take risks—create things, know my world?	—	—	—
4. Study—learn—think?	—	—	—
5. Help and work with others?	—	—	—
6. Accept my good and bad parts?	—	—	—
7. Respect myself?	—	—	—

TELLING OTHERS HOW I FEEL

Am I:	Yes	No	Sometimes
1. Trusting of other people?	—	—	—
2. Able to show when I'm happy—smile and laugh?	—	—	—
3. Close with another person—a friend, sister or brother?	—	—	—

4. Able to be sad or upset--do I cry and show my feelings?	—	—	—
5. Able to tell other people about what scares me —makes me nervous—worries me?	—	—	—
6. Able to show my anger or frustrations?	—	—	—
7. Sharing good things with other people?	—	—	—
8. Able to have fun?	—	—	—

SELF-AWARENESS AND CONTROL

Am I:	Yes	No	Sometimes
1. Aware of my senses—seeing, hearing, touching, tasting, and smelling?	—	—	—
2. Breathing deep or shallow—do I hold my breath when I get scared?	—	—	—
3. Aware of some special things I can do—sports, singing, dancing, drawing?	—	—	—
4. Realizing that other people have feelings too?	—	—	—
5. Admitting that I am not perfect—thinking about and working on parts of myself that need improving?	—	—	—
6. Planning and using my free time well and leaving some time for fun?	—	—	—
7. Appreciating the parts of me that are good?	—	—	—
8. Wishing, dreaming and planning?	—	—	—

KNOWING GOOD FROM BAD

Am I:	Yes	No	Sometimes
1. Polite, honest and cooperative?	—	—	—
2. Aware of how important learning and school are?	—	—	—
3. Encouraging, helping, and caring for other people?	—	—	—
4. Aware that beauty is everywhere—nature, music?	—	—	—
5. Learning what is right, wrong, good, bad for me?	—	—	—
6. Trying to love and care more for other people?	—	—	—
7. Aware that how I act, what I do and what I say lead to how others see me, how I do in school, and how I get along with other people?	—	—	—

KNOWING HOW TO ACT

Am I:	Yes	No	Sometimes
1. Accepting responsibility for myself—doing school work, chores, after-school activities?	—	—	—

2. Choosing good friends?	—	—	—
3. Accepting change as good?	—	—	—
4. Taking care of and helping in my neighborhood, church, or school?	—	—	—
5. A good friend who helps other people?	—	—	—

Maybe you are not sure of all the answers to these questions because you don't know yourself well enough yet. If so, come back to this checklist later after you have read more of this book. You may then be able to answer the questions more openly.

EMOTIONS

Everyone has feelings or emotions. Adults, teenagers, old people and young people like you all have emotions. Each day, you and the world around you changes. Talking about the new people, places, and happenings in your life will help you express your feelings about these changes. Expressing good and bad feelings, or happiness and sadness is a way of sharing with others the things that are going on in your mind. If you don't learn to share your feelings now when you are young, it will probably become harder and harder for you to do so. Holding back your feelings can actually make you mentally or physically ill.

If you are a person who knows how you are feeling and why, then you probably know yourself pretty well. For example, suppose your best friend just moved and you are feeling sad. If you can match your feelings with the fact that your friend just moved, you will be better able to understand your sadness. But if you keep telling yourself that it doesn't matter or that you don't care, you will probably stay upset much longer. You may even be sad for a long time.

Your feelings and emotions help you know when something is wrong. Maybe you always feel nervous. You're not sure why, but you do. Telling someone that you have this feeling and talking about it for a while may help you figure out why you feel that way. Choose someone you feel comfortable with at home, in your neighborhood, or at school and share your worries, fears, and joys with that person.

You might have a hard time talking about your feelings. Many people do. Maybe you don't know the right words to explain how you feel. Sometimes boys have a harder time talking about their feelings than girls. There are even some children and adults who don't know their feelings. And still others can't or don't know how to express their feelings. If they are asked to talk about how they feel, they feel scared or silly. Sometimes, these people make fun of the people who are willing to share their feelings. Try not to listen to a person who tells you that you are silly or stupid for wanting to talk about your feelings. You will be the happier person if you don't listen. If you make fun of other people for expressing their

feelings, think long and hard about why you do. You may be one of those people who has trouble sharing feelings.

Here is a list of different kinds of feelings. If you don't know what all the words mean, ask someone or look them up. Go through the list and see if you have ever felt any of the feelings that these words describe.

excited	strong	eager	frightened	glad
fearful	loved	edgy	bold	jealous
annoyed	terrible	joyful	happy	down
nervous	relaxed	confused	lovable	different
bad	hurt	shy	horrible	loving
destructive	hostile	trapped	insecure	lazy
low	free	sad	sorry	helpless
scared	stuck	wonderful	troubled	afraid
bored	embarrassed	frustrated	guilty	worried
overwhelmed	desperate	restless	wishy-washy	foolish
good	rejected	depressed	tired	hopeless
silly	anxious	determined	confident	peaceful
beaten	afraid	miserable	odd	
unloved	misunderstood	unsure	calm	

As you know, some of these feelings are positive, some of them are negative, but no matter what they are, they are your feelings It is important to identify all of your feelings—the good and the bad, as well. The more you know your feelings and can share them with others, the better you will feel about yourself.

STRESS

You have probably heard people talking about having too much "stress" in their lives. You may have heard your parents talk about it. You may have heard about it on TV or maybe you read about it. **"Stress"** is often caused by having too many things to do, or too many people wanting attention from you all at the same time. If there is too much stress in your life, you might not feel in control of what is happening around you. If it continues, you may not feel in control of your life.

Stress is caused by many things. You can make too many demands on yourself. Suppose you have five things to do this Saturday. You want to do them all and refuse to postpone or give up one or two activities. Saturday arrives and you begin your day. Soon, you realize that time is running out and you will not finish all five activities. This upsets you and you wind up feeling frustrated and stressed. But the truth is that you probably have caused your own problem—by trying to do too many things at one time. Or you may allow others or outside situations to upset you. This might be called **'internal'** stress.

Suppose you have to take three tests during one day. You feel frustrated and stressed. There is not enough time to study for all three tests. It is possible that

your teacher, or teachers, are putting stress on you because they are expecting too much from you. This would be **'external'** stress.

Stress can also mean that there are some good challenges in your life. Some challenges make you try harder to succeed. It is important to learn how to handle external and internal stress in a way that is healthy for your body and mind, because you will always have some kind of stress in your life. Stress comes from mental, emotional, and physical activity. Stress is a part of everyone's life.

Each person reacts differently to stress. What bothers you may not bother the girl or boy sitting next to you. The things that bother your brother may not bother you. Suppose your parents told you at dinner tonight that your family was moving. How would you feel? How would each person in your family feel? Maybe it is easy for you to meet people, but your sister is shy. You may be a happy and calm person, but your sister may be sad and nervous. Moving to a new house or town would probably be easier for you than your sister. Can you think of a situation when you felt really good about something but another person was upset?

There are probably many behaviors or feelings that cause you stress. Here are some common stress related behaviors and actitivities:

1. needing to win.
2. wanting to be perfect.
3. making plans and being unable to accept any changes in them.
4. not doing or turning in your work on time.
5. wanting other people to know who you are.
6. never wanting to relax and have fun.
7. being afraid that people will not like you.
8. being angry if you have to wait.
9. becoming involved in too many activities.
10. worrying constantly about what time it is.
11. wanting to do better than other people.
12. being afraid to fail.
13. not knowing when to stop working.

Do any of these behaviors describe you? If the answer is yes, then maybe you can find a way to stop or reduce some of those behaviors. Now that you know what stress is and what may cause it, can you identify other areas that cause stress in your life? Answer or respond to the following questions and statements:

1. Name some people, places, things or situations that seem to cause you stress.
   _____
2. Name some things that you do that seem to cause you stress. _____
   _____
3. What happens to your body when there is stress in your life? Do you get headaches, stomachaches?_____
   _____
4. How can you change some of the unwanted stress in your life? _____
   _____

Take this test and try to figure out how much of your everyday behavior causes stress. Circle the number for each question that best matches how often the behavior happens in your life.

Scoring: 1-Never 2-Rarely 3-Sometimes 4-Often 5-Always

1.	Do you talk too fast?	1	2	3	4	5
2.	Do you interrupt other people?	1	2	3	4	5
3.	Do you hate to wait in line?	1	2	3	4	5
4.	Are you always late finishing things?					
5.	Does wasting time bother you?	1	2	3	4	5
6.	Do you eat very quickly?	1	2	3	4	5
7.	Do you ride your bike fast or do dangerous tricks?	1	2	3	4	5
8.	Do you do too many things at once?	1	2	3	4	5
9.	Do you get upset when people are not as quick as you are?	1	2	3	4	5
10.	Is it hard for you to relax and have fun?	1	2	3	4	5
11.	Are you involved in too many activities?	1	2	3	4	5
12.	Do you jiggle your knee or tap your fingers?	1	2	3	4	5
13.	When you are talking with someone, do you think about other things?	1	2	3	4	5
14.	Do you walk very fast all the time?	1	2	3	4	5
15.	Do you hate staying at the table after you are finished eating?	1	2	3	4	5
16.	Do you become grouchy easily?	1	2	3	4	5
17.	Do you hate to lose a game?	1	2	3	4	5
18.	Are your neck and jaw muscles tight?	1	2	3	4	5
19.	Do you have trouble concentrating on what will happen next?	1	2	3	4	5
20.	Do you compete with almost everyone?	1	2	3	4	5

Add up all the circled numbers. If the number you get is between:

20-60	You are not very stressed.
61-79	You have too much stress in your life.
80+	You are very stressed!!

(Adapted from an unknown source.)

If you scored above 60 points, you need to think about the stress in your life. It's hard to feel good about yourself when you are tense or too stressed. Your health, grades and how you get along with others may suffer from too much stress.

If you know now that there is too much stress in your life, you can make a conscious decision to change. Find activities that are fun and relaxing. Be with people with whom you are comfortable and can be yourself. can laugh. Forget about always winning. Winning isn't everything, especially when it causes you stress. Try to relax and enjoy yourself. If you do these good things for yourself now, your life will be easier later. You will probably have better health and a stronger self-image.

CRITICISM

Many people are critical of themselves. When they look at themselves, they only see the bad parts. When you are upset because you think you have failed, stop and find one good thing about yourself. Think about this good part for a while. You'll feel better about yourself when you realize that there are other things in your life besides that one area in which you may not have excelled. Every day is a new day. You can try again tomorrow.

Many people are critical of others. When they look at other people, all they see are their bad parts. They are always upset because they think other people fail them or just can't do a good job at anything. When you are constantly upset with other people, stop and try to think of one good thing about each person you meet. Then try to think of another good thing. Criticizing can just be a very bad habit. But it is a bad habit that can be broken by changing your thoughts. If you find yourself constantly criticizing, you may need help so that you can turn your negative thoughts into positive ones.

JEALOUSY

Jealousy is a feeling you get when someone else is getting more attention than you. It is also a feeling you get when you think you're losing someone you care about. You usually feel that way when you are feeling insecure—unsure of yourself. Though there may be no reason for jealousy, the feeling is still real. For instance, when your brother is getting more attention than you or your best friend seems to be spending more time with another friend, you feel jealous. Jealousy is usually a cover up for a deeper feeling. What you are feeling at times like these is hurt, sadness and even anger. When you are feeling good about yourself, you

understand that people are not trying to hurt you. You don't take it personally because you know that needs and moods sometimes change. Other people will not always feel the same way you do. Jealousy will only get in the way of having healthy and loving relationships.

ENVY

> **"But if I'm content with a little, Enough is as good as a feast.**-*"Isaac Bickerstaffe*

Have you ever heard the expression *"green with envy?"* Wishing for something that belongs to someone else is usually a waste of time and energy. If your friend earned the money to buy a new bike, you might be motivated to do the same thing, but wishing you had that bike won't make it happen. Wanting what other people have will only leave you feeling angry or sad. You may feel hopeless about your ability to get those things. This same feeling can affect your relationships with other people. This feeling is called **envy**.

Some people have new bikes, fancy clothes, or TVs in their rooms. They may have found a way to earn it. Not everyone gets an allowance. Some young people only get an allowance for doing their chores. If someone you know has something that you would like to have—then you may want to find a way to get it. You might have to find a way to earn the money yourself, but you will appreciate being able to get what you want on your own. If you spend a lot of time thinking about other people's possessions without trying to work for some of them yourself, you are wasting time. Begin to think of ways that you can get the things you want yourself.

SELFISHNESS AND GREED

Many times people who have low self-esteem appear **'selfish'** or **'greedy.'** They are so busy feeling sorry for themselves that they act like they don't care about anyone but themselves. Some people are also very **'self-centered'**, which means they don't act like they care about anyone's feelings but their own. People who want everything they see are usually thought of as greedy . People who have many possessions, but are unwilling to share are often called "selfish." In the 1960's, many Americans went through what was called the "me generation." Many people felt that they had to take care of themselves first. If a person did something that bothered someone else, the attitude was "That's your problem—not mine." In a way, that's true. You must first be able to take care of yourself before you are free to help others. For example, if you are feeling bad about yourself, you will find it difficult to help a friend. But if someone you care about has a problem, it can become your problem, too. The problem might affect your relationship.

> **"The greatness of a man can nearly always be measured by his willingness to be kind."** - *G. Young*

Remember the saying, ***"Do unto others as you would have them do unto you."*** If you want others to think about your feelings, then sometimes you have to be willing to put aside your feelings to help someone else. Remember, this doesn't mean you have to do anything that might be harmful to you. Some people will call you selfish when you try to protect yourself from harm. For example, someone might say something like this to you: "If you're really my friend, you'll smoke this marijuana with me." Or," Come on, I don't want to get drunk by myself. I thought you were my friend." Saying **NO** in both these situations would not mean you were being selfish.

REFUSING TO PARTICIPATE IN A SITUATION THAT YOU KNOW IS ILLEGAL OR CAN HURT YOU PHYSICALLY IS NOT BEING SELFISH.

Some people grow up without seeing the people around them give to others. When you live with selfish people, you usually don't learn to give. If you are one of these people, you may have to learn how to give. It may feel unnatural at first, but think of one thing to "give" another person each week. You might try giving your time to help an older person in your neighborhood, giving some of your allowance to a worthy cause, giving away toys, games, or clothes that you no longer use to someone less fortunate, treating a friend to an ice cream cone, or anything else you can think of. Giving is one of the most wonderful things you can do. Think about what you give to others. People who share themselves and their possessions are usually not selfish or greedy. They usually feel very good about themselves and have high self-esteem. Are you one of these people?

"The gifts we give to others are also gifts we give ourselves, for the joy we find in giving is more than enough reward."

DISHONESTY (LYING, CHEATING AND STEALING)

It is hard to hold your head up high when you are not being honest with yourself or with others. People with self-esteem know that to keep their self-respect, being honest and telling the truth are very important traits.

Lying and dishonesty are the cause of many problems. A lie can last forever. And if a person begins telling a few lies to get out of trouble, he or she may have to tell a lot more lies to stay out of trouble. Some people have developed a bad habit of of telling lies or exaggerating to make themselves look better. Some people lie to make other people look bad. They only end up making themselves look worse.

LIES

Lies are darkness, The Evil from within,
They spoil a life and always win.
Lies are shame, They hurt and kill with pain,
They ruin trust forever.
Lies are cruel and awful, They ruin me and you
They hurt a friendship.
Lies may come from fear or hurt,
They never have a happy ending.
Lies are told again and again,
Once one is told, many, many will follow.
Lies last forever.

- Susan Feinberg, Murch Elementary, Wash, DC

THAT'S ALL FOR NOW, JEFFY. WE'LL READ MORE ABOUT PINOCCHIO TOMORROW.
WOW! Y'MEAN PINOCCHIO'S NOSE GREW AND GREW THIS LONG?
YES, IT DID— BECAUSE HE TOLD A LIE!
TIME FOR BED NOW... DID YOU BRUSH YOUR TEETH?
NO, MOMMY— NOT YET.

"Family Circus cartoon reprinted with permission from Bill Keane".

CHEATING AND STEALING ARE BOTH VERY DISHONEST AND CAN BE VERY DESTRUCTIVE TO YOUR LIFE.

People who cheat or steal do things that they know are wrong. Sometimes stealing starts in a very innocent way.

For example:

Suppose you need $5.00 for something, but do not have the money. You know your sister has ten dollars in her wallet. You say to yourself that you will "borrow" the ten dollars and put it back as soon as you can. So, you "borrow" the money without asking and the next time your sister looks in her wallet to find her money, it's gone. When she asks if you know where the money is, you lie, telling yourself that you will replace it and she will never know the difference. You have not only stolen, but you have lied too. Now you are stuck in a very bad situation. If you had asked your sister for the money in the first place, she may have lent you the $5.00. If not, there certainly was another way for you to get the money—you could have earned it. Being honest in the first place would have saved you a lot of trouble.

There are a number of ways to **cheat**. You can cheat someone out of something that belongs to him or her or you can cheat to make yourself look better—like cheating on a test to get a passing grade. Either way you are being

dishonest and you are hurting not only others, but yourself. Usually you just find yourself getting deeper and deeper into trouble until there doesn't seem a way out. The best thing to do is to be honest in the first place. Find a way to get the things you want honestly—earn the money; study for a test. Honesty does pay off.

"Oh what tangled webs we weave, when at first we do deceive"

EMBARRASSMENT

Embarrassment is a feeling that can come from many different things. You may feel embarrassed when you make a mistake in front of lots of other people. Or, it can be a feeling you get when you realize that you or someone in your family is different from other people. You might get embarrassed when you exaggerate something that you did in your own mind to the point that you feel silly. When you are embarrassed, you usually feel **self-conscious.** Self-conscious people usually don't feel very good about themselves.

Embarrassment is another feeling that can be painful. It can make you want to run and hide and never come out again. If something embarrassing happened in school, you may feel that you never want to go to school again. If you are embarrassed about the way you look, you might spend a lot of time wanting to be another person. If someone in your family has a defect or is disabled in some way, you may even wish you belonged to another family. Everyone gets embarrassed about something at one time or another. What are the kinds of things that embarrass you? Are you accepting yourself and your family members? Stop and think about the kinds of things that embarrass you and even try and remember some specific times that you felt embarrassed. You may feel embarrassed about some silly things that happen, but you may also be embarrassed about some things that you consider to be serious problems.

What can you do about things that embarrass you? If the feeling is from something small, like tripping or saying something you shouldn't have said, just try and forget about it. No one will remember it for long. If you are embarrassed about more serious things in your life that you can not change such as a physical handicap, you may need help learning to accept yourself.

The following poems about embarrassment were written by fifth and sixth grade students at Murch Elementary School in Washington, DC. These poems explain very clearly what embarrassment feels like. Maybe you can relate to one of them. As you will see—other people have embarrassing moments, too.

Embarrassment is embarrassing;
The first day I forgot my lunch.
My mom brought it to me.
The second day she came in again,
And the third day again.

And the whole class exclaimed,
"Jezaira, not again!"
If your head was not attached
you'd lose it!

Or did you keep on
forgetting the homework in school?
I'd really, really like to embarrass
the people who embarrass me.
To give them a taste of their own
medicine.
To see how they'd feel then.
I hope that then they will see,
The cruelty that they have done to me.
All I wish is that embarrassment
didn't happen.
And that your cheeks could not turn
bright pink.
But these things do happen—
every day of our lives.
- Jezaira Knight, Washington, DC

Have you ever had your
face turn red because
you messed up in the play?
It's the feeling of
embarrassment
It happens each and
everyday
Have you ever tripped
at a wedding?
Or fell into your
grandmother's pool?
It has happened to me
and I'll tell you right
now
In my shoes, you would
not want to be
But please don't have a
cow
If you accidentally spill
your drink.
Or do one of those crazy
things
It'll make you look back
and think.
It's one moment—
Embarrassing.
Erika Varsa

KNOWING EMBARRASSMENT

Embarrassment is hanging your head
Turning away so they won't see the red
They know what you did, you'll never live it down
You will be the talk of everyone in town.
tell you what happened, what I say is true,
What happened when we were all depending on you.
We are down at the third quarter when the 'time out' bell chimes
Then we go back in and get the ball in two times.
We need two more points to tie up the game,
When offense is fouled in the three second lane.
The first foul shot goes in and we are in bliss,
The second foul shot is the one that we missed.
Our defense is fouled and we throw the ball in.
This is our chance to have the big win.
Everyone watched with bated breath as the center threw the ball
The fans went wild; you knew what to do.
And as you dribbled down the court our shoulders began to droop.
We watched in silence as...
You threw it in the wrong hoop.

"And with disappointed looks all the fans went
And now you know about embarrassment."
- Elizabeth Lippman

EMBARRASSMENT

It's time for the School Talent Show,
It'll be my turn after I'm announced by Tommy Crow,
He's announced it, now I'll go,
show my talent as a comical bozo
on stage, I'm a real hit,
The audience is laughing, they're having a fit,
But, wait, there is something wrong,
I haven't told a joke, or sung a humorous song,
It's amazing how cold it is out here,
My, gosh, how they point and gape, it's rather queer,
Oh well, I guess I'll start,
I guess I'll play my part,
Oh no, something horrible has occurred,
out on stage without any clothes to be seen or heard,
run, run, run into the bathroom over there,
I sure feel cold and bare,
Ah, I'm inside, I'm safe at last,
Thanks to running real fast,
Now, why do I feel grass on my feet,
on the field at the Rose Bowl during a Sugarbowl meet,
Look at all those people staring at me,
Oh no, not the press photographer's to take "picks" for all to see,
All this for one mistake,
never forget to put my clothes on when I wake!
- Harry Terris,

TRYING TO BE PERFECT

Does your room have to be neat as a pin? Do you become upset if you miss one catch in a ball game? Do you have to get all "A's" on your report card? If you hate to make mistakes and think that you always have to be the best, then you may be trying to be perfect.

Someone who tries to be perfect all the time is called a **"perfectionist."** We all strive to do well—at home, at school, in sports—in all we do. Trying to be perfect

is very frustrating because it is impossible. No one is perfect. We all make mistakes. If you make a mistake, it doesn't mean that you are a failure or that you aren't a good person. Some people may have to practice over and over until they get something done right.

Playing the piano, playing baseball, drawing and singing all take practice. Enjoy learning to do something well, instead of wanting to do it perfectly the first time. Perfectionists are usually frustrated and unhappy people. Sometimes you may feel that the people around you want you to be perfect and this might bother you. Tell these people how you feel.

You can work very hard and do well. But wanting to be perfect can make you stop trying because people who want to be perfect often don't try new things. They are afraid to fail. If you are a perfectionist, the first thing that you can do is to accept that you will occasionally make mistakes. The second thing to do is to start enjoying the things that you need to do to reach your goal. Sometimes getting there is half the fun.

FRUSTRATION AND WORRY

"Frustration is not having anyone to blame but yourself"

Too much worrying can cause physical or mental illnesses. When you **worry** constantly, you don't have the time to do things that might be fun or challenging. You are using all your energy worrying. Then you will become **frustrated** because you are not getting anything done. Suppose you have just finished a project for school. Try to put it behind you and tell yourself that you did the best you could, then move onto the next project. If you are worrying because you did not do your best, try to think of ways to do a better job next time and then move on.

If you find yourself always worried but can't seem to pinpoint what you are really worried about, sit down and try to make a list of all the things that are bothering you. After you have finished your list, rate each worry by writing the biggest one at the top of the list, putting the others in order from that point. Which ones can you solve yourself and which ones do you need help with? Then get busy taking care of the ones you know how to solve. Ask a friend or your parents to help you work on the ones that seem too overwhelming for you to solve on your own. Remember, don't try to take care of all the problems on your list in one day! Reward yourself as you cross items off your worry list by doing something fun.

Worry and frustration seem to go together. Trying to do something about the things that worry you will ease some of your frustrations.

ANTICIPATION

Wait and wait and wait and wait
Time uses you as its bait
It rears its awful, ugly head
Anticipation is as heavy as lead.

While waiting most impatiently
You dream up things most sensationally
Think of things improbable,
Anticipation is intolerable.

You certainly cannot flee,
This feeling of uncertainty,
Of things and events yet to come.
Anticipation is tortuous to some.
Maybe it can be good
Perhaps it might and may and could
Be a feeling we all need
Anticipation's decrees we must heed.

Good or bad this feeling,
Necessary to adults and kids
Don't tell yourself you're being asinine
Anticipation is normal and fine.
- Jenny Furst, Murch Elementary

WORRIES

I have plenty of worries.
I could fill up two pages
with worries,
For example, Math.
I stink in Math and get
awful grades.
I try and try but it seems
that math and I will never be
good friends.

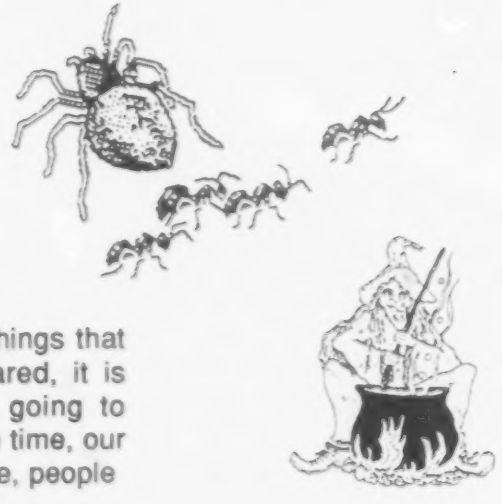
Daily math is bad enough but
I really worry about tests.
Each time I take a test,
I get nervous.
I always make careless
mistakes.
Even when I know
how to do it,
Even after I double check it,
Something is wrong.
I think I should stop here
before I bore you.
How do you feel about math?
Is it one of your worries too?
-Avinash Putty, Murch Elementary

FEAR

Nothing in life is to be feared, it is only to be understood".- *Marie Curie*

Do you know what fear is?

False
Evidence
Appearing
Real



Often fear stops us from doing the things that we really want to do. When we are scared, it is usually because we don't know what is going to happen. We fear the unknown. Most of the time, our fear is not based on real things. For example, people

often fear bugs, snakes, or mice. They are probably more afraid of you than you are of them. And most of them can't really hurt you. There are certain insects or snakes that you must be careful around, but most are not dangerous. If your fear keeps you from taking a walk in a park or woods, then you might miss out on a fun picnic or camping trip. If you are afraid of the dark, you might have a problem sleeping. And if you fear too many things, you might be afraid to do anything. If you get enough information about what you are afraid of, you might be able to overcome your fear. If you are held back by your fears, try talking with your parent(s) or someone who knows more about the things that scare you.

FEAR

Fear is being deserted,
It has no love,
You can't escape it.

It seems to follow
you like a shadow,
Fear is a feeling you don't want.
You try to get rid of it,
Except that you find that you can't

It's like a rubber ball that always
bounces back to you,
If you are not strong and let fear
get the best of you

It can turn some
people crazy with fear,
Fear can be strong

Fear makes you lonely,
The only way out is to fight it,
And then you'll be free.
But beware,
Because fear is always near.
- Jonathan Reff,
Murch Elementary School

FEARS

It is all right to have fears.

Fear of loss, of death, fear of
fears, of peers

Fear of agony, and defeat,

Fear of monsters killing you
in your sleep,
fear of mass murders and
tigers not meek.

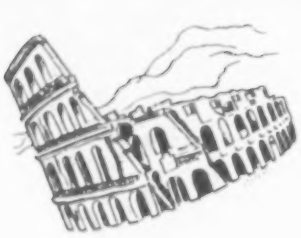
Being afraid of the dark is
perfectly normal,
fear of strangers, fear of
being abnormal.

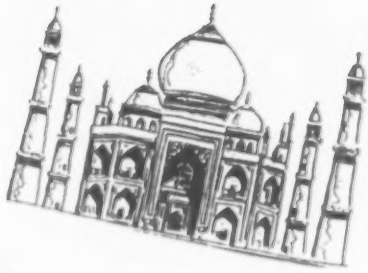
Everyone feels afraid,
"But remember, the only
thing to fear is fear itself."
Stand firm and fear will
fade.
- Frankie Foer, Murch
Elementary School, Wash. DC

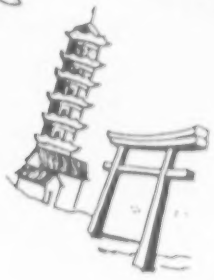
PREJUDICE/BIGOTRY

"When you call people names that are based on their race, their heritage or their religious beliefs, you hurt them; but you also hurt yourself." *-Judd Hirsh*

Do you know what a **bigot** is? Do you know what it means to **discriminate**







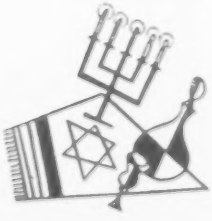
against someone or to be **prejudiced** or **intolerant**? When people judge and put other people down because of the color of their skin, their religious beliefs, or their physical or mental disabilities, they are prejudiced. When you discriminate against someone who is different from you—it not only deeply hurts that person, but it shows a closed and narrow mind.

You may also be missing an opportunity to get to know people who might make wonderful friends. You could also be learning a lot about different countries, cultures, lifestyles, religions or customs.

Prejudice develops because of two things: 1)people not having enough information or knowledge about what makes people different, and 2) people having low self-esteem themselves. If we don't feel good about ourselves, we sometimes feel the need to put others down. We may feel that by putting other people down, we will feel better about our own lives.

It is up to you to decide to accept people as they are. That doesn't mean that you have to like everyone or that everyone has to be your friend. It doesn't mean that you have to accept or like other's beliefs or views. It does mean that you respect peoples' rights to act or think differently. It is also important for you to understand that people have no control over the color of their skin, their sex, where they were born or their physical or mental disabilities.

Try to imagine how you would feel if you met someone who decided that she or he didn't like you just because you were Asian, Black, Jewish, Italian or unable to walk. How would it feel to be called names? You would probably feel terrible



and very hurt. If you didn't have a strong self-image, it might make you feel bad for a long time.

Just because people look or act differently doesn't mean that they are bad, dumb, or mean. Picking on people who are different will only make you look bad. Every person has the right to be different. Everyone is special and unique. We all have the right to live, play, and go to school wherever we want. Don't let your fear or lack of knowledge about other people stop you from experiencing all that makes the world and the people in it so great—our differences.

DREAMS

I dream of a world at peace,
And everyone has food to eat.
The Russians respect the rights of others,
And everyone treats everyone as brothers.
All the nuclear bombs are disarmed,
And people walk arm in arm.
In every country from shore to shore,
There are jobs and housing for the poor.
People arise every morning,
And ask their neighbors how they are doing.
People may worship as they please,
And visit other countries with ease.
Racism is no longer to be found,
And Martin Luther King, Jr. is so very proud.
People treat each other with esteem,
This, and more, I dream.
- Jonathan Daves, Murch Elementary School

BELIEFS THAT DON'T ALWAYS MAKE SENSE

Sometimes parents and adults pass on their beliefs about other people to their children. Unfortunately, if children live with hate and prejudice, they usually learn to hate too. Sometimes we do believe things that don't always make sense, especially as we get older. We hear a grown-up or a friend who we respect say something that we accept as truth, but is really false. For example, some people believe that you can catch a cold if you are caught in the rain. Now doctors have proven that a cold is caused by a virus—not by being caught in a draft or in the rain. Some other people believe that it is bad to admit a mistake, so they expect themselves and others to be perfect. There are even some people who believe that if they can't afford to buy something, it is okay to steal it.

If you believe things that don't really make sense, you may become tense or scared. You may always be expecting bad things to happen or be unrealistic about life. These feelings may stay with you as you grow up. When you are young, it is sometimes hard to know the truth from myth. It's hard to know when someone else's beliefs may not be right for you. For instance, if your friends want you to try

drugs and tell you that drugs don't really harm anyone, you may believe they won't hurt you either.

IT HAS BEEN PROVEN THAT THE ABUSE OF DRUGS CAN AND DOES HURT PEOPLE!!!!

Answer the questions below, really trying to be honest about some beliefs you have that might be harming you.

1. What are some of the things you believe that may not make sense to you right now?_____
   _____
2. Does believing any of these things affect your life in ways that don't feel good to you?_____
   _____
3. Is there something that you are afraid to talk about or do because you were taught that it was bad?_____
   _____
4. What are some of your beliefs? Finish these sentences with the first thing that comes to your mind.?

1. I believe that people are _____
2. I believe that life is_____
3. I believe the world is _____
4. I believe that love is_____
5. I believe that friends are _____
6. I believe that I am _____

Now read the ten descriptions and examples below. Do you sometimes behave in these ways or believe some of these statements? If so, the way you think or the things you do may be causing you trouble.

1. **If you make one mistake, you think you are a failure.** The teacher calls on you to answer a question and you get it wrong. You don't raise your hand again because you are sure you'll be wrong.
2. **If one bad thing happens, you think you will always be a loser.** If you're not picked for a team you want to be on, you're sure you'll never be picked for anything.
3. **You pick one bad thing that happens and think about it so much that you can't remember anything else.** You said some-

thing silly at your friend's birthday party last week. Now you can't stop thinking about what you said and how stupid you are.

4. **If something good happens, you ignore it and keep thinking about the bad things.** You get an "A" in math and a "C" in social studies, but all you can think about is the "C" in social studies. You forget how well you did in math.

5. **You decide things are bad for no reason.** Your friend is in a bad mood and you assume that he or she is mad at you without even asking what's wrong.

6. **You exaggerate how badly you did something, even though it was a small mistake.** After you drop your plate in the cafeteria, you think about it so much that it seems more important than it is. Everyone else has forgotten about it except you.

7. **You think something is wrong and you really believe it.** You go home from school thinking that your teacher is angry with you. Actually he or she was upset about something that happened to them at home, but you are in a bad mood all evening because of this. The truth is that the teacher was never mad at you.

8. **You think you or other people "should", "must", "ought" or "have to" do things.** You feel guilty about things before you start them, or you make others feel guilty. You keep telling yourself that you must learn to play the piano by Christmas and it is now October. You know it is impossible to reach this goal and you fail.

9. **You call yourself or other people names like "loser", "bad", or "dumb".** You are upset with your brother and instead of telling him why you're angry, you call him names.

10. **You think that you are responsible for everything that goes wrong.** If one or both of your parents are in a bad mood, you assume that it is your fault without asking what the problem is.

(Adapted and reprinted with permission from *Feeling Good*, Dr. David Burns, Random House, Inc. 201 E. 50th St., NY, NY 10022).

Did you recognize any of the things that you say or do in this list? Here are some ideas about what to do if you did.

1. **Don't try to be perfect.** No one is.

2. **Don't keep thinking about all the things you did wrong before.** Think about what you can do about it now.

3. **Stop thinking bad things about yourself.** Start looking for and finding your good parts.

4. **Don't make excuses for not trying to change.** Don't say "That's just the way I am." If you really don't like something about yourself, try to change it

5. **Don't love or hate yourself because of the way you look.** Remember, each of you is unique. There is no one else exactly like you.

6. **Take good care of your body.** Eat well, sleep well, and don't let anyone pressure you to do anything harmful to your body.. **Most of all, don't hurt yourself by putting things like drugs or alcohol into your body or mind.**

7. **If a person is nasty to you, you don't need him or her as a friend.** You can make new friends that will treat you well.

8. **Don't talk behind other peoples' backs to make yourself feel better.** It will only hurt you more in the long run!

HAVING A NEGATIVE ATTITUDE

"Failure isn't important. It's the fear of failure that we should worry about. That's what keeps us from trying something." *- Jack Lemmon*

When people think they're going to fail, often they do. They have a negative attitude about themselves and their abilities. If you expect to fail, you will never really try. If you always think that things will go wrong and you keep expecting them to—they probably will. It's almost as if your negative attitude can make bad things happen. Expect to do well and to win. If you think you have a chance to do something well, you will try harder. If you don't believe in yourself, other people won't either.

A MAN WHO THINKS HE CAN

If you think you are beaten, you are.
If you think you dare not, you don't.
If you'd like to win, but think you can't,
It's almost a cinch you won't.
If you think you'll lose, you're lost,
For out in the world we find
Success begins with a fellow's will.
It's all in the state of mind.
If you think you're outclassed, you are.
You've got to think high to rise.
You've got to be sure of yourself before
You can ever win a prize.
Life's battles don't always go
To the stronger or faster man,
But soon or late, the man who wins,
Is the man who thinks he can.

-Walter D. Wintle

LONELINESS

When You feel alone and you moan and groan
It is loneliness.
When there's nothing on TV and there's not friends to see.
When you feel bored and tired and there's nothing to do.
When everyone else has somewhere to go
And you are feeling especially low
It is loneliness.
But don't worry and don't despair
because loneliness only lasts til the break of dawn
And disappears with the morning air.
- Pablo, Murch Elementary

Most of us feel lonely once in a while. Some people feel lonely all the time, no matter how many people are around them. Often people confuse **"loneliness"** and "being alone." Loneliness is when you feel you have no friends, or that no one really cares about you. Being alone is a choice. If you choose to do an activity by yourself instead of with a friend, then you are choosing to be alone. It is good to do things on your own sometimes. It is also natural for you to experience periods of loneliness from time to time.

As you get older your friends may change, you may move to a new place, or you may not feel that you are understood. These and many other things can lead to loneliness. But feeling lonely for a long time can make a person feel unloved and unwanted. Eventually, the lonely person begins to feel bad. Some people think that young people don't feel lonely. That's not true, is it? There are certain feelings that you may have when you're really feeling lonely. Some of them might be:

- **Sadness** — because you have no one with whom to share your experiences.
- **Anger** — because you don't feel that it is fair that you are lonely.
- **Hopeless** — because you feel there is nothing you can do about it.
- **Fear** — because you think that you will always feel lonely.

Sitting home all alone
That's loneliness.
Having no friends at school
That's loneliness.
Loneliness, empty cold and dark,
Shoving out other feelings,
Building walls between people,
Breaking away from the group,
That's loneliness
Loneliness darkens your life.
Never getting far in life,

Trying to make up losses,
Not trying for friends,
That's loneliness.
Not accepting a helping hand,
That's loneliness.
If you're feeling alone, don't give up,
Make new friends,
Risk the Uncertainty,
Sharing ends loneliness.
Caring ends loneliness,
Open your eyes,
Reach out,
And loneliness will disappear.
- Chris Vinton, Murch Elementary, Washington, DC

Some things may happen to young people that leave them feeling more lonely than others. For example, some of you may may live with only one parent, or are in a family where both parents work. You may be a **"latch key"** child, which is a phrase used to describe young people who sometimes wear their house key around their necks because there is no one at home to let them in after school. You may arrive home before your parent(s) who must work to support you and your family. You may be home alone

You may be home alone or, possibly, with your brother(s) or sister(s). You may be scared, or just feel lonely because you don't have anyone to talk to. There are a few things to do when you are feelings this way. First, you may want to bring a friend home with you a few days of the week, or go over to your friend's house once in a while. Second, you may want to become involved with some after school activities. Third, if you have not discussed how you feel with your parent(s), tell them. They may not be aware of how you feel. They may not be able to change your situation, but they may be able to think of other ways to help you.

Some young people have many brothers and sisters, others may be the "only child." Sometimes young people who have no **siblings** (brothers and sisters) grow up feeling lonely. They see others with brothers or sisters and feel jealous. Because they are used to being alone, they may not know how to make friends easily. If you are an only child, you may have to work harder to make new friends. Try asking some of your classmates to come over to your house. Invite them to do things with you and your parents. If you are an only child and feel lonely, tell you parents. Maybe they can help you think of ways to participate in more activities that involve other young people.

Suppose you have brothers and sisters but still feel lonely because it is hard for you to make and keep friends. Maybe you don't feel that you fit in anywhere, or maybe you have different interests than the people around you. Maybe you just can't seem to think of things to say or things that you really want to do. Some people get in what is called a "rut ", which means they do the same things over and over again, like watching TV all the time and never doing anything different. If you are feeling lonely, think about the things you do. Make a list of the things you do and the places you go every day for a week. Study the list and see if you are bored and lonely because you are doing the same things over and over. If you are, then think of one new thing to do or one new place to go every week for one month. Tell yourself that you will talk with one new person at school or in your neighborhood every week. Try to be friendly. You may feel silly or like a fake at first, because you are not used to talking with people. You will get used to it and will probably be surprised by how well people respond to you. Don't give up if one person won't talk or be friends with you. Keep trying until you find one or two friends, maybe even more. Making friends will take time. It is worth the time. When you find one or two good friends, you may not be as lonely.

Being lonely is not fun. Sometimes being lonely even seems to hurt, both mentally and physically, but there are things to try to help prevent yourself from having lonely feelings. Here are some things that you can do when you are feeling lonely:

1. **Reach out to other people.** You may be surprised to know that many people around you are feeling the same way. You might get a pen pal to write to or develop a group of people that you can call or visit when you are feeling lonely.

2. **Find new ways to occupy yourself when you are alone.** Try reading, painting, practicing on a musical instrument, or starting a new hobby like stamp or coin collecting.

3. **Try using this time to develop some skill or talent you have always wanted to improve.** You may meet new people just by getting involved with a new activity.

4. **Take classes after school or on weekends.** Check out all the schools or clubs in your neighborhood. They may offer classes like basket weaving, gymnastics, ballet, piano.

5. **Join a sports team.** Many clubs or recreation centers have sports leagues like softball, bowling, soccer or volley ball. You can also make new friends this way too.

6. **Get a pet.** Ask your parents if you can get a pet. If they won't let you have a dog or cat or you're not allowed to have them where you live, then maybe you could get fish, a bird, a guinea pig or a hamster.

7. **Volunteer.** There are many things that you can volunteer to do. You might be able to help at a hospital or a home for the disabled. There are lots of people who need help or can't do things for themselves that you could help them to do.

FEELING LOW

Everybody has blue days once in a while. Some days, it probably seems that nothing is going your way. Everything seems to go wrong. When this happens, it is easy to feel down, or discouraged. You may even feel hopeless, but usually this feeling goes away fairly quickly. Sometimes, all we need to do is think positively or work a little harder. If you have those feelings for a long time, maybe you need to talk to your parents. You may be depressed. If you can't or don't want to talk to your parents, find someone else. Ask your counselor at school to help. You may need to find a way to talk to a person who is trained to help people who are depressed. The goal is to try to deal with feelings of sadness or disappointment before those feelings turn into depression.

DEPRESSION

There may come a day when the activities that usually excite you seem boring. You just don't feel like doing anything. You don't want to talk to anyone, and you feel sad, hopeless and discouraged. Your self-image may be low. The word used to describe all these feelings is **'depression'**. Before, people didn't think that children or young people got depressed. Now we know that they do. Doctors and scientists have discovered that there are many different kinds of depression. Some are more serious than others. Some depressions are caused only by what is going on in your life at a certain time. There are certain kind of depressions that are caused by an illness to the brain. You should never feel

ashamed or embarrassed if you get depressed. And if doctors discover that it is an illness, then you may have to take medicines to get better or spend time in a hospital, just like any other sickness. Everyone feels depressed once in a while. Sometimes life does not seem to be going well—or at least not exactly the way you want it to. On days like that it's normal to feel down. But if you feel bad most of the time, something serious may be wrong. You may be in a state of depression.

If you are really depressed, here are some of the feelings or or signs that you might be having:

1. sadness
2. nothing matters or nothing is important
3. wanting to talk a lot for a while and then not wanting to talk at all
4. lazy
5. very angry
6. you can't do anything right
7. hopelessness, or a feeling that no one understands you
8. you want help one minute, and wanting to be left alone the next
9. empty inside or that there's nothing to live for
10. you can't sit still
11. believing that nothing good will happen in your life
12. wanting to die or wanting someone else to die
13. refusing to do your chores or your schoolwork
14. you can't sleep
15. you don't want to eat or you have lost your appetite
16. thinking you are too fat or too skinny
17. having headaches, stomachaches or pains in other parts of your body

Whatever you are feeling and however you are acting, there are some things that you can to do to help you feel better. Here is a list of things to try when you are really feeling low. Pay attention to whether your mood changes after each activity. This way you will know which activities help you and which ones don't.

1. **Think of something nice you could do for a neighbor, friend, or family member and then do it.**
2. **Think of something that you have always wanted and then make a plan to get it.** Be sure that it is something that is possible to achieve.
3. **Exercise.** Play a game with friends; become active; run or ride your bike.
4. **Play with your own or someone else's pet.**
5. **Read a good book.**
6. **Go for a long walk.**
7. **Sing your favorite song.**

8. **Dance—alone or with your friends.**
9. **Take a shower or a long, warm bath.**
10. **Listen to your favorite music.** (Not sad or blue music.)
11. **Make a list of the good things about you.** Spend twenty minutes thinking only of your good parts.
12. **If you have lost a friend, make a new one.** It may take a while, but keep trying and sooner or later you will.
13. **Think of a person that you are mad at and forgive him or her.**
14. **Draw a picture, play the piano, do something creative.**
15. **Think about and write down the funniest jokes you can remember.**
16. **Scream.** Go into your room and scream in a pillow or go somewhere private where no one will hear you.
17. **Start or finish a project that you have been putting off.**
18. **If you feel like criticizing someone, stop yourself and think of one good thing about that person.**
19. **Think about a friend who makes you happy.**
20. **Call up a friend who makes you happy and see if you can get together.** Or just call someone that you know who is a good listener; a favorite relative, a good friend.
21. **Make a list of the good things in your life.**
22. **Give away something you don't want or use anymore to someone else who needs or wants it.**
23. **Think of ways to improve yourself.**
24. **Go somewhere that makes you feel happy.** Go to the playground or ask your parents to take you to the zoo.
25. **Ask yourself if you are eating well.** If not, think of ways to improve your diet.

26. **Think about the best time or moment in your life.**
27. **Breathe deeply and try to calm your mind.**
28. **Tell someone you love how good you feel about him or her.**
29. **Plan a surprise for someone.**
30. **Clean up your room or a part of your house that is messy.**
31. **Think of your favorite food and then eat it, if it's available.** If it isn't, ask your parents to get it.
32. **Think of a time in your life when you felt very loved**
33. **Lie down and relax.** Close your eyes. Think about yourself in a good way —pretty or handsome, smart, good at sports, loving. Think about anything that is good about you.
34. **Think of people who have approved of you and what you do.** Try to imagine yourself through their eyes.

35. **Relax and think of:**
    1. a calm lake
    2. a blazing sun.
    3. a springtime flower
    4. a beautiful river
    5. fresh fallen snow
    6. outer space
    7. a gentle breeze
    8. a cozy fire
    9. silence
36. **If you are very tired, take a rest.** You may feel much better when you get up. Learn to relax more whenever you are feeling tired.

If none one of these activities work for you and you continue to feel down for a long time, you may need some other kind of help. Talk with someone whom you feel you can trust. Try your parents first, but if you are unable to tell them how you are feeling, **don't wait.** Tell someone else **immediately:** a teacher, a friend, a school counselor, a relative—anyone who will really listen. Sometimes it's just too hard to solve all your problems by yourself.

SUICIDE

Sometimes young people feel that things will never get better. They may feel that there is no escape from the terrible feelings they are having, such as: feelings of worthlessness, hopelessness or depression. Sometimes when people feel this bad about themselves and their lives, they believe there is no place else to turn, so they try to commit suicide. They kill themselves because they think things will never change or get any better.

When a person feels sad for a long time, he or she needs to know that there are things to do to feel better. He or she may have to visit a doctor called a psychologist or psychiatrist. The doctor may find out that the person has a kind of depression which is caused by some problems in the brain. Sometimes when you feel that bad it is hard to know that you really need help. It may be even harder to ask for help because you don't want to be made fun of or called names like "crazy". Just remember that depression is actually an illness and like any illness must be treated by a doctor if the person is going to ever get better. All people, including young people like you, need to know that suicide is not the way to solve problems.

1. Tell the person that because you care, you are going to help find a trusting adult he or she can talk to or you will have to tell someone yourself. Then don't waste time, tell some adult that you think that person has a problem—even if you have sworn you won't. This is one time it is okay not to keep a secret.

   DON'T EVER TRY AND TAKE IT INTO YOUR OWN HANDS BECAUSE YOU WILL ONLY FEEL TERRIBLY GUILTY AND RESPONSIBLE IF ANYTHING SHOULD HAPPEN, EVEN THOUGH IT WOULD NOT BE YOUR FAULT.

2. Listen closely and show that you are listening.
3. Don't say he or she is being foolish or acting silly. The hurt is real to that person. Respect what he/she is saying and show concern for his or her pain.

4. Help that person see the positive qualities that he or she has.
5. Share your feelings. Tell them how you handle things when you feel bad and maybe you, too, have thought of suicide, but you know that it is not the answer.

Talking about how bad you feel with another person, particularly one who is trained, may save **your** life. **NO** problem is that great that it is worth taking **your** life. Almost every problem can be solved.

SUICIDE IS NOT A SOLUTION—IT IS FOREVER!

There is always a tomorrow. Wouldn't it be terrible if you weren't around to enjoy your life once again when things got better.

BUILDING SELF-ESTEEM

"Keep away from the people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you too can become great. " - *Mark Twain*

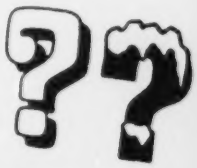
Too often when we are growing up, we learn more about how to be negative and unhappy than we do about feeling good, being kind, and succeeding. So far we've been talking about all the behaviors and attitudes that bring stress, discomfort, pain and unhappiness into your life—none of which help you build self-esteem. We hope that you have learned a few ideas on how to deal with these behaviors and attitudes. The rest of this chapter will give you even more ways to be good to yourself, to feel good about yourself, and to succeed. There are many suggestions of things to do and new ways too act that you can try—the first will be getting to know all about yourself. If you begin to make even some of these ideas a part of your life, your chances for success and happiness will be much greater.

GETTING TO KNOW YOURSELF

If you know or admit your feelings, you can understand yourself better. Knowing how you feel and who you are allows you to be proud of your good parts and aware of some parts of yourself that you may want to change. As you get older, you'll find out the things you really like and want for yourself.

There are three important questions that you need to think about as you begin to look at yourself. They are:

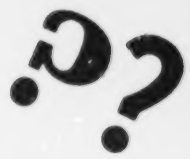
1. "Who am I?"
2. How do I get along with other people?"
3. "Am I in control of my life or do others pressure me into doing things that or bad or harmful?"



Below is a list of incomplete sentences that may help you figure out some of the answers to these questions. Take your time completing these statements.

IDENTITY—Who Am I

1. My favorite _____ is _____.
2. If I could have one wish, it would be _____.
3. I'm happiest when I _____.
4. I feel the saddest when _____.
6. The best thing about me is _____.
8. I hate _____.
9. I feel brave when _____.
10. I wonder about _____.
11. I believe strongly that _____.
12. I do my best work when_____.
13. My body is _____.
15. I feel uncomfortable when _____.
16. The thing I'm most afraid to talk about is _____.
17. I don't want to _____.
18. I am afraid to_____.
19. I wish I had the guts to _____.
20. I get angry when _____.
21. When I feel scared I _____.
22. Something I dream about is _____.
23. A thought I keep having is _____.
24. When I get angry I _____.
25. When I feel scared I _____.
26. I am afraid of _____.
27. Something I want but am afraid to ask for is _____.
28. I need _____.
29. I bet _____.
30. I love to _____.
31. I see myself as _____.
32. Something I do well is_____.
33. I worry about my _____.
34. The best thing about me is _____.
35. I would like most to be thought of _____.
36. If I had to describe myself, I'd say I am _____.
37. More than anything else, I would like to _____.
38. If I were an adult, I would _____.
39. If I were a teenager, I would _____.



Power—Am I in Control of my life

1. Something I do well is _____.
2. Something I'm getting better at is _____.
4. The most powerful person I know is _____.
5. I can _____.
6. I am proud that I _____.
7. I get people's attention by _____.
8. I taught someone how to _____.
9. I need help on _____.
10. I'm learning to _____.
11. I feel big when _____.
12. I have the power to _____.
13. I was able to decide to _____.
14. When people try to boss me around, I _____.
15. I don't like people to help me with _____.
16. Something I can do all by myself is _____.
17. People can't make me _____.
18. When I start something new, I _____.
19. The one thing I would change in the world is _____.
20. People seem to respect me when I _____.
21. I want to be able to _____.
22. I'm not afraid to _____.
23. Something I can do now that I couldn't do last year is _____.
24. When I want my parents to do something, I _____.
25. It is hard for me when _____.
26. People who expect a lot from me make me feel _____.
27. I have accomplished _____.
28. If I want to, I can _____.
29. People who agree with me make me feel _____.
30. Strong, independent people make me feel _____.
31. If I were a teacher, I would _____.
32. I got into trouble when I _____.
33. When I am alone, I _____.
34. The last time I got into a fight I _____.

RELATIONSHIPS—How Do I Get Along With Others

1. The things that make me a good friend are _____.
3. My parents _____.
4. My brother(s) _____.
5. My sister(s) _____.

7. Younger people are _____.
8. I wish people would _____.
9. If I ever have children myself, I hope they won't have to _____.
10. I like people who _____.
11. I don't like people who _____.
12. I like it when someone tells me _____.
13. I value _____.
14. I make friends by _____.
15. My best friend _____.
16. My teacher _____.
    I wish my teacher would _____.
17. Girls _____.
18. Boys _____.
19. People can bother me by _____.
20. Teasing people is _____.
21. When people tease me I _____.
22. When someone tells me they like me I _____.
23. People like me because _____.
24. People think that I am _____.
25. I think that I am _____.
26. Someone I would like to get to know is _____.
27. Something I do for my mother is _____.
28. Something I do for my father is _____.
29. I wish I had told _____.
30. I believe _____.
31. I stop myself from talking in class by _____.
32. The other students in class _____.
33. A person I know who seems to have his or her life together is _____.

- Which group of questions seemed hardest for you to answer?

  _____

  _____

- Which specific questions seemed hardest for you to answer?

  _____

  _____

- Do you know more about yourself after finishing this exercise? Explain.

  _____

  _____

- How do you feel about yourself after answering these questions?

  _____

  _____

  _____

THE WONDERFUL YOU

If you were asked ***"What do you like about yourself?"***, what would you say? Most of us find it hard to brag about ourselves because we have been told that bragging makes us seem conceited. Unfortunately, we seem to hear more about the bad things than we do than the good. We all need to brag now and then so we don't forget just how special we are and how much we have to offer. Well here's your chance!! It's time to begin recognizing all the wonderful things about you. Make a list of all the things that you like about yourself. Make this list as long as possible. Think of **everything** that is positive and good about you. You won't have to look too hard. Think of any natural talents you might have, what things you do well, what you have done that you are most proud of, and how you have improved certain things about yourself. For example:

1, I am fun to be with.
2. I have improved my reading skills
6. I am a good listener
4. I am a good speller.
5. I am a caring person.
3. I have a good sense of humor.

Now get going and don't hold back. If you need help, don't be embarrassed to ask your friends or relatives for help. They might tell you some nice things about yourself that you didn't know!

SURROUND YOURSELF WITH PEOPLE WHO LOVE YOU

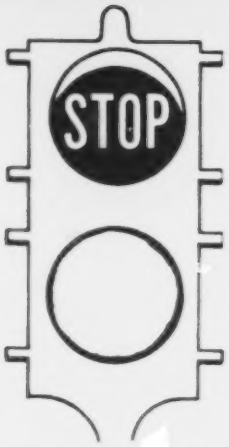
Try and surround yourself with people who love and care about you. Make every effort to find at least one person who will be there if you are in need. Look for people who will stand by you in good times, as well as bad. Identify different groups of people who you can turn to for different things. For example, you can have one group of friends with whom you have fun and play sports, and a few other friends who you call when you need to talk over a problem. We all need people in our lives. Give love and thanks to the people close to you and accept love and thanks from those who try to give it to you.

POSITIVE PEOPLE, PLACES, AND ACTIVITIES

It is important to be positive about yourself and to try to surround yourself with others who are positive, too. Positive people care about themselves —how they look and what they put into their bodies. Don't let yourself get mixed up with a "gang" of young people who are unkind to themselves and to others.

AVOID BEING AROUND PEOPLE WHO DRINK OR SMOKE OR USE ANY DRUGS AT ALL.

People who get you involved with drugs, alcohol, or even cigarettes are not positive about themselves and probably don't care very much about you either. It is very important that you learn



to say NO to things that can harm you. Saying NO can keep you out of a lot of trouble. If this is hard for you to do, practice saying NO while you are looking in the mirror. Keep thinking about the person that you are saying NO to. The more you practice and the more you actually say NO, the easier it will become. You might have to practice saying NO to many people and many situations that are unhealthy for you.

SEX, DRUGS, ALCOHOL, CIGARETTES, AND STEALING ARE ALL THINGS YOU NEED TO SAY NO TO.

Go to places you know are safe. Don't hang around where you know trouble can occur, like parking lots or alleys. If your friends are going somewhere that you know is not safe, say **"NO"** and stay home or go out with other friends.

DON'T LET OTHER PEOPLE FORCE YOU TO DO THINGS OR TO GO PLACES THAT YOU KNOW CAN HARM YOU.

Find activities to join that are fun, safe and help you feel good. Develop a hobby. You might discover a special talent you didn't realize you had. Join a sports team. You may have a hidden talent or love for a certain sport. If you feel frustrated because you can't think of anything you want to try, talk with your parents, a counselor, or one of your teachers. They may be able to help you find an activity you enjoy.

MAKE YOUR LIVING SPACE ENJOYABLE

Where do you spend most of your time—in your room or in the living room? Do you have your own room or share one with brothers or sisters? Wherever you spend most of your time, is it a pleasing place for you to be?

Do you enjoy being in the room? Do you like how it looks? If not, how can you make your individual space more comfortable and a happy place to be?

Try to surround yourself with things that make you feel good. Keep your area clean. Get nice posters, plants, or stuffed animals. Get rid of things that you don't use or that don't fit. Give them away to people who will use them. It's nice to come home to a nice place that is full of your

favorite things. Even if your life is not going well, you'll feel better if you come home to a comfortable, attractive living space.

Fixing your room or living space doesn't have to cost a lot of money. Ask your parents for ideas and help and maybe you can earn some of your own money. Try to use colors that make you feel good. If you share your room, ask your brother(s) or sister(s) to help. Remember to get your parent's permission before you put anything up on the walls or try anything new. Include your family in your plans. Your space is your castle. Make it a fun place to be.

SHARE AND HELP OTHERS

"Some people strengthen the society just by being the kind of people they are."
- John W. Gardner

People who feel good about themselves are willing to share themselves and their belongings. Sharing yourself means that you are a good friend, kind to others, help your parents and brothers and sisters, and willing to help others who are less fortunate than you. If you do have brothers or sisters that you gladly share your toys, books and clothes with, then you are sharing. If you are no longer using certain toys or have outgrown your clothes, give them to someone who needs them. But sharing doesn't mean putting others before yourself all the time. You can't help others if you don't take care of yourself first.

There are lots of good ways to help others that will make you proud of yourself. Anytime you help someone else, you have done a good deed. Here are some things that you can do that will make you feel good about yourself.

1. **Do some extra chores around the house.** Your parents can always use a little extra help.
2. **Be a volunteer.** Read to the blind, visit an elderly person in a nursing home, help out at the humane society. There are many things you can to do to help others.
3. **Help a friend with a problem.** Sometimes just being a good listener can be helpful.
4. **Help your younger brothers or sisters or a friend with their homework.**

Think about all the good deeds that you can do . Make a list and then start doing them. Make this the time that you help as many people as you can. You'll feel good about yourself as you learn to help others.

BEING TRUSTWORTHY

It is a good feeling to know that people trust you. People who have a good self-image are almost always trustworthy. To be trusted means keeping your word—being honest. Sometimes it may seem easier to not tell the truth or to take something without asking, but you will not be able to hold your head up high if you do. When you are honest, you can't help but feel good about yourself.

GOOD HEALTH

It's hard to feel good about yourself when you don't feel well. Throughout this chapter, we've talked about taking care of your body and watching what you put into it. Good health is the most important thing you can have—without it, all the money, new clothes or fancy things in the world won't make you happy.

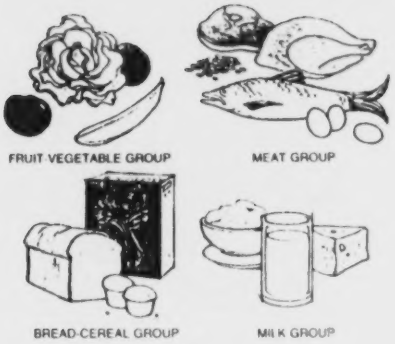
You have probably been home with the flu, a bad cold or stomachache, so you know what it is like to feel sick. When you feel sick, you may not want to do anything or see or talk to anybody. Can you imagine feeling sick all the time? Most of us have good health. But unfortunately, there are some people who are sickly all the time or who have serious illnesses or diseases. You can help keep your mind and body strong—strong enough to fight off most illnesses. There are many things that you can do that will help you to stay healthy. Here are some tips:

1. **Get plenty of rest.** Each person needs a different amount of rest or sleep. Some need eight hours of sleep every night while others need only six. When you are young, you should try and get eight hours of sleep because your body is still growing and changing. As you get older, you may find that you need less.

2. **EXERCISE, EXERCISE, EXERCISE!** Keep yourself physically fit by getting some kind of exercise every day. Wake up up a little earlier each morning, take a few deep breaths and then do 10 minutes of exercise. You might try getting involved in some of the sports activities at school or at a nearby recreation center.

3. **RELAX AND HAVE FUN.** Working too hard without taking a break or finding time to relax can be very bad for your health. It is important that you find a balance in your daily routine. This means that you take some time to play even when you have a lot of homework.

4. **Eat nutritional foods and keep a healthy and balanced diet.** Eating the proper foods can keep you feeling fit. It can also help you fight off germs and viruses.



Be sure your meals are balanced—that you get the appropriate vitamins, minerals, and proteins. Some people are allergic to certain kinds of foods so if you find that you have a food allergy, avoid those foods. As you grow older, you can decide what your body needs most. But for now, try not to overeat and be sure that your body gets all the nutrients that it needs.

5. **DON'T TAKE ANY DRUGS, (other than prescription medicine) SMOKE POT OR CIGARETTES OR DRINK.** Your body is not fully grown and doing any of these things can permanently harm it. You may think that drinking or taking drugs is fun or that it makes you feel good, but when the temporary high that you might get goes away, you will be left with the same feelings that you started out with. If you are a girl, taking drugs or drinking might influence your chances for ever having a healthy baby. Drugs or alcohol will not improve your life in anyway.

The results and consequences of ever using drugs or of drinking at this stage of your life (or having more than an occasional drink when you are an adult) can ruin your life. Drugs and alcohol will surely put you on the road to failure and you may miss the chance of ever getting back on the road to success or happiness.

DON"T EVEN TRY THEM!!!!!

GOOD GROOMING AND GOOD MANNERS

GROOMING — If you have self-esteem, you care about your appearance. It is not important that you be the best dressed, but It is important that your hair, body, and clothes be clean. If you have a problem with dandruff, (dry flaky scalp)then use a dandruff shampoo often. Take a bath or shower daily. If you cannot, then wash yourself in areas where body odors can begin. Brush your teeth as often as possible, especially each morning when you get up. Make sure your clothes are ironed. Comb your hair every morning and then check it during the day

to see that it is still in place. It is unpleasant to be around someone who is untidy or doesn't smell good. Personal cleanliness is one way to make the most of what you have. If you want people to love you or accept you, you must first love yourself. The way you look and smell tells people a lot about you. One way to send out positive messages is to take good care of your body. Make sure that the message you are sending is positive.

MANNERS — Treating others courteously and with respect shows them that you like yourself. If you want to get respect and consideration from other people, then you must treat them the same way. Having good manners and being courteous and polite shows that you care not only for yourself, but for others as well. Sometimes, even though we know how to be polite we forget our manners by not saying ***please*** or ***thank you*** when we should. Get into the habit of always saying **please** when you ask for something and when you get it, say **thanks**. Also remember to use your good manners at the table, when you are around other people, and whenever you are speaking on the phone.

POLITENESS

Always say please and thank you,
Is what my mother taught me to do,
Be polite to everyone I talk to,
And say to everyone I know.
Always smile and say "Hello"
Even if I'm feeling low, For its just plain courtesy,
For everyone I see.
I should always say, "Excuse me, Sir," Or "Pardon me, Mam"
If I'm in a fix, Or if I'm in a jam,
I'm always supposed to be very nice, And always very polite.
That is what I was taught. But the only problem is,
That frequently I'm not.
-Allegra Melillo, Murch Elementary School

BE RESPONSIBLE FOR YOUR OWN HAPPINESS

"There are three kinds of people;
Those who make things happen;
Those who watch things happen;
Those who wonder what happened."

By now you may feel a little more comfortable with yourself. Even though you are young, it's time for you to start learning to make some decisions on your own. You can start by deciding things like what to wear, what you want for lunch, and who your friends will be. Get in the habit of doing some of the things that you want or start thinking about the things you want to do when you get older. Always remember that doing what you want should not mean hurting anyone else — in any

way—not their bodies or minds. It also means not doing just what you want against your parent's will. While living under their roof, you must do as they want—unless you believe it will be harmful to you or cause you pain.

Learn to trust your own judgements. Listen to the voice inside you that says, *"This is me. This is what I need, want or feel good or bad about."* As you grow up, you will have to depend more and more on yourself. Let the people around you know what you want and who you are. They will probably want to help you reach your goals.

Develop your personality. Learn to take risks now—this will help you develop into a successful person. Try to answer the hard questions in class that no one else will answer. Join the soccer team if you are interested, even if you don't think you play well. Sit down with a person you are angry with and try to work out the problem. Sit down with your parents and tell them what color you'd like your room to be.

ALWAYS REMEMBER THAT IF YOU ARE WILLING TO TAKE A RISK, YOU HAVE A 50% CHANCE OF SUCCEEDING. IF YOU DON'T, YOU HAVE A 100% CHANCE OF FAILING.

"One sure way not to succeed is not to try."

Avoid using the words *"hope," "maybe,"* and *"wish."* Use action words that are strength-building, like ***"will"*** and ***"can."*** Even the word "try" can be an excuse word. Be careful how you use the word *"try."* Instead of saying *"I will **try** to do that,"* say *"I **will** do that."*

ASK FOR WHAT YOU WANT

Don't beat around the bush. When you want something, ask for it. If people don't know what you want or what you're asking, they will not be able to respond appropriately. They do not have a crystal ball that they can look into to get answers about you. If you expect people to read your mind, you will always be disappointed.

Many times, people think they are being clear but don't seem to get what they want. If you are one of these people, you need to take a serious look at the way you are communicating. Do you use words like "kind of," "maybe," "sort of," or "you know?" These are not clear expressions and people will not respond well to you if you use them. Here are some examples of how to change a sentence to be more clear.

Unclear	Clear
1. I sort of like you.	I like you a lot.
2. Maybe we can play together sometime.	Will you play with me today?
3. You know what I mean?	Have I made myself clear?
4. I want to go to the movies.	Will you go with me to see Rocky?

5. I've never tried drugs before.	**NO! I don't want to try pot!**
6. I've heard that smoking is bad for you.	**NO! I don't want a cigarette!**
7. People do dumb things when they drink.	**NO! I don't drink!**
8. Young people shouldn't have sex.	**NO! I'm not ready and you should respect my decision.**

Be specific and honest about what you want; then people will be able to communicate honestly and directly with you. If you want to do something, say so and if you don't want to do it, don't ever be afraid to say **NO—NO!**

ACT AND THINK IN POSITIVE WAYS

"Perhaps the most important single cause of a person's success or failure has to do with the question of what he believes about himself." *-Arthur W. Combs*

If you think you can do something, you probably can. Most successful children, teenagers, and adults believe they can accomplish their goals—and usually they do. Walking around with a negative attitude or saying "I can't" or "I won't" will lead to negative results. If you believe in and talk positively about your goals, you will find yourself very close to reaching them.

"Most folks are about as happy as they make up their minds to be." *- Abraham Lincoln*

The words you say and the thoughts you think affect not only you, but the people around you, as well. They affect how you feel about yourself and how other people will feel about being around you. Don't set yourself up for bad times by expecting them and talking about them. You can control your thoughts and words. If you realize that you are always thinking and saying negative things, you can change that. Start right now. If a bad thought comes to your mind, stop and replace it with a good one. For example, if you are saying over and over to yourself "I'm not very good at anything," change the sentence to "I can do anything that I put my mind to."

TIME SOMEBODY TOLD ME

"Time somebody told me
That I am lovely, good and real
That my beauty could make hearts stand still:
It's time somebody told me
That my love is total and so complete
That my mind is quick and full of wit
That my loving is just too good to quit:
Time somebody told me
How much they want, love, and need me
How my eyes shine full of the white light
How good it feels to hold me tight:
Time somebody told me.

So I had a talk with myself, just me--nobody else
Cause it was time somebody told me."

(From: Hello To Me With Love: Poems of Self-Discovery, C. Tillery Banks. Reprinted with permission.)

Here are some good things to think, say out loud to yourself or to write down. Even better, do all three. By saying, thinking and reading them over and over again, you will begin to believe them.

(Adapted--Jack Canfield: *101 Ways to Enhance Self-Concept in the Classroom*).

1. I am enjoying being lovable and capable.
2. I am enjoying loving myself and others.
3. I am feeling great, respecting myself as a valuable, worthwhile and important person.
4. I am enjoying using my skills and like to see others using theirs.
5. I am happily expressing my ideas freely and easily, joyfully accepting the respect of other people.
6. I am loving myself fully, just the way I am.
7. I am enjoying being kind, understanding and gentle with myself.
8. I am feeling great, easily asking for what I want and need.
9. I am always doing my best.
10. I am joyfully loving and giving to myself and others.
11. I am excited, gladly asking for what I want.
12. I am enjoying total success in all that I do.
13. I am perfectly healthy.
14. I am feeling great, I know how to enjoy myself.
15. I am still a worthwhile person no matter what you say or do to me.
16. I am accepting compliments and sharing my success.
17. I am having fun enjoying other people for who and what they are and not trying to change them.
18. I am joyfully accepting and carrying out all my responsibilities.

Now that you have read these good statements or affirmations, think of some of your own. Get a piece of paper and make a list of the things you would like to have, want to be, or want to change. Write them as if they were already real, using the words "I am." Read them everyday. As good things happen or you feel better, change them to match what you want next.

You might put something on your list that you want and then, later, change your mind and decide that you don't want it anymore. It is okay to cross things off the list that you don't want anymore.

KEEP YOUR WORD AND BE ON TIME

When you make appointments or tell people that you will be at a certain place at a certain time, keep your word. No one likes to be kept waiting. People think that you don't care about them when you're late. Being on time and keeping your promise not only shows respect for others, but it also says, "I care about me," and "I care what you think of me."

If you're late for class all the time, you are showing your teacher that you don't care about that class. Being late all the time can affect your grade. Later when you begin working, if you are not on time you may find yourself looking for a new job.

When you promise to do something—unless it is something that could cause harm to yourself or to others—it is important to keep your word. If you feel you cannot do something, then say so. It is better to say NO at first than to disappoint someone. You might discover as you get older that breaking promises leaves you without friends. Get in the habit now of being on time and keeping your word. If you find that you have a problem remembering appointments or getting to them on time, you might want to get a calender appointment book. Some calender books have the days of the week and each hour of the day. If you can't get a calender, take a piece of paper and make three columns:

1. Time
2. Where I am supposed to be or What I am supposed to do
3. Who I am supposed to meet;

This way, you can write down where you are supposed to be, whom you are supposed to meet and what time you should be there. Then you will have no excuses about why you're not on time.

SET AND KEEP YOUR GOALS

"Hazy goals produces hazy results."

"If you don't do it, You'll never know what would have happened, If you had done it!" - *Ashleigh Brittiant*

"Setting goals helps to keep you on target. Goals help you to do the things that you want in an orderly way. They also help you know what is really important to you. When you make lists of the things that you would like to accomplish in a certain period of time, you can begin each task according to your own schedule.

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Make two separate lists—one for short range goals; the second for long range goals. Make four columns on each list that show: 1) the goal; 2) when you expect to reach it; 3)how you expect to reach it; and 4)the date when you have reached your goal. For example:

Short Range Goal:	**Date Expected To Reach Goal**	**How Goal will Be Reached**	**Date Goal Is Reached**
Clean my room	Tomorrow	Hang up clothes	March 4th
Long Range Goal:			
Read two new books	Three months	Read Tom Sawyer and Huckleberry Finn	May 5th

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As you complete each goal, scratch it off your list and then go on to the next one. Remember goals can always be changed. But don't give up just because it doesn't go exactly the way you planned. Working toward reaching your goals is the only way they become reality.

"If at first you don't succeed, try another way."

HOPES, DREAMS AND AMBITIONS

DREAMS ARE THE DOORS

Dreams are everything; dreams give spice,
To anything that is just plain nice.
Dreams are after and dreams are before,
Life is a passage and dreams are the door.
Dreams are sentimental and dreams are sweet
Dreams are laughter and dancing feet.
Dreams are sad and dreams are scary,
Great big monster foul and hairy.
Dreams are ambitions and dreams are goals,
Dreams of winning superbowls.
Dreams can be happy or they can be sad,
Dreams can be good or they can be bad.
Life is a passage which you can't foresee,
Dreams are the door and you hold the key!
A future without dreams is no future at all,
Dreams sustain you, without them you fall.
But most of all, what dreams are for,
Is to make it easier to go through the door.

- Elizabeth Lippman, Murch Elementary School

DREAMS

Though it may be hard to achieve your dreams,
Hold onto them and keep on fighting for your cause,
And hope that someday, someday, it will become a reality,
Whether it's for freedom or to get straight A's,
It does not come easily,
You must try and try again,
Keep on fighting, working for your dream.
For if there are not dreams,
There would be nothing.
But dreams are fragile,
they can break or shatter like glass,
They can dry up and disintegrate like leaves
that are gone without a trace of life,
For dreams are precious and may change your life,
So hold on to your dreams before they pass.
Before they are blown away forever,
Like a helium balloon blown by the wind
far, far away, gone, forever.

- Susan Feinberg, Murch Elementary School

Do you have dreams and ideas of how you would like your life to be next week, next year, and when you get older? Start making plans in your mind about the things you wish for yourself and those whom you love. What are some of the careers you are interested in? What kind of home would you like to live in? Do you want to get married someday? Would you be happy with a very simple life or do you want to be famous? Take time each day to give your mind the freedom to dream. You might enjoy a dream so much that you actually begin to work to make it happen! Sometimes dreams can come true. Daydreaming can be fun too, as long as you don't let it interfere with the things that you must do each and every day.

HOPES, DREAMS AND AMBITIONS ALL IN ONE

Hopes and Dreams can make your life special,
Dreams can spice up a dreary day
While hopes can chase the blues away,
Ambitions are special in a way
If you strive to make them come true.
Ideas...well they come from the unique side of you,
But the ideals, dreams, hopes, ambitions and ideas
Can only be handled by your mind.
Where they originate,
Hoping for the best,
Dreaming about the rest,

Are all a part of life.
Hopes can make your spirits soar,
While wishing is what dreams are for.
An ambition means setting goals and more,
All in a day's time. - *Julie Lanof, Murch Elementary School*

DREAMS

I dream of life
I dream of death
I dream of peace
And equality.
I am deep into my imagination
I dream of being famous
I imagine myself a household word
But can I make it come true?
Imagination is what it's all about
Imagine, imagine, imagination
Dreaming is the key to life
Life is dreams and hope.
So here my mind wanders
To another universe
To another world
And this is deep in your
imagination.
Is it there?
- Jenny Furst, Murch Elementary

THE DREAMS

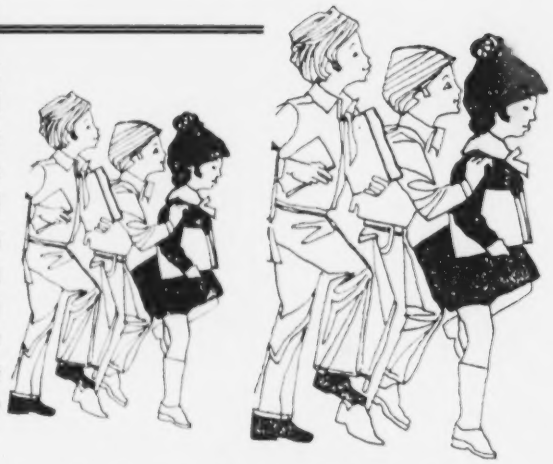
Everyone has dreams.
Dreams, hopes, goals.
There seems to be no end to dreams.
My dream is to be the best that I
can be.
To be a success.
Many people have the same dream:
To be winners.
To cross the finish line.
I dream that all nations
will one day achieve peace:
And will one day work together
instead of working against each
other.
I also dream that this world will one
day be overcome by love and joy
and laughter.
Not hatred and sadness and disaster.
Everyone has dreams, hopes and
ambitions and many people live up to
these missions. If you believe, you
will achieve!
-Carlton Wicker, Murch Elem

WITHOUT DREAMS

Without dreams what can you grasp?
What will boot your ego,
What will make you feel dignified, strong, pleased with you,
What will encourage you,
What will you do...?
Hold tight,
For you and I have seen those who let go,
Yes,
They are uneducated, unemployed, worst of all, lost in the world,
So, never let go
For you will fear, The loss of those who are now near
Those who help make your dream.
Your family, friends supporters are all a part of your dream.
A dream of hope, ambition and reality,
So once you let go, you let go of them, as well,
For if you don't want to hold on,

Think of life if they were gone.
It's hard to think, hard to realize,
What will shrink you down to size.
You were once brave and strong,
Now you're barely getting along.
Of course you always have you, Really...
But, without a dream, do you?
Courtney L. Jackson, Murch Elementary School

STAY IN SCHOOL AND DO YOUR BEST



One of the best things you can ever do to keep up your self-esteem is to stay in school and do your best until you graduate. There may be times when school seems like a waste of time. Maybe some days you don't even feel like going to school, or when you get there it's just plain boring. But staying in school, paying attention, and getting the best grades you can is one of the most important things that you can do for yourself. The more you learn, the better you will feel about yourself and the more you improve your chances for success.

Getting all A's is not the most important thing, but doing the best that you can is. Sometimes parents are a little hard on their children when they get grades below A's and B's. Most parents want the best for their children and all parents want to believe that their children are capable pf getting A's and B's. There is absolutely no excuse for failing—not if you study and participate in classroom activities. Not everyone can get A's and B's, but here are some tips for improving your grades and study habits.

1. **Pay attention in class.** Listen to the what the teacher is saying, as well as to what your classmates have to say.
2. **Take Notes in class.** If your teacher writes information on the blackboard, write it down in your notebook so you will be able to use it when you are studying at home.
3. **Budget your time for studying.** Before you watch TV, talk on the phone, or play with your friends, be sure you have finished your homework. If you have a lot of homework, you may want to do some of it and then take a break and do something else for awhile. When you are ready, go back and finish your work.

4. **Prepare for tests.** If you know in advance that you are going to have a test, don't try to do all the studying the night before the test. Study a little each night and then the night before, review all the material. If you need help, ask your parents or a brother or sister. If no one at home can help, then ask a friend or even your teacher.

5. **Hand in assignments on time.** Don't allow yourself to get behind. It is too hard to catch up.

6. **Whenever you have spare time, read a book.** Reading can help improve not only your reading skills, but your vocabulary and even your memorizing skills. And you may just discover how much you like reading. Besides helping you learn new things, reading can be fun and exciting.

7. **Use your school library or your local public library to help you get additional information for class projects.** Libraries are fun, and extremely interesting to visit. It's a little like being in a toy store—you don't know where to begin first. Get in the habit of spending time at the library. It's also a good place to go when you are feeling lonely because you are never alone there. If there aren't many people actually in the library, you will have the opportunity to meet many new exciting people and characters in the books you read.

Do your best, give school your all and you'll be surprised at what you can accomplish. You will soon discover that school can be your friend in more ways than one. It's the best place to meet, make and keep friends.

Dropping out of school is one of the worst things that you could ever do. If you think that it would be easier to quit or that it's just too hard to stay in school —start thinking about your future. Imagine how it would feel to apply for your first full-time job and not be able to fill out the application. And one of the first questions you will be asked is "Have you graduated from high school?" Imagine how it would feel to have to say NO.

If you do not graduate from high school, many doors may be closed to you. Hang in there—no matter what—and you will hold your head up high when that diploma is handed to you at graduation time.

SAVE FOR A RAINY DAY

You can begin to be responsible for yourself at a very young age by thinking of ways to earn money to help buy some of the things you want. Maybe you already earn money each week for doing your chores. It's also possible that you may be able to earn money for doing other odd-jobs around the house. There might be people in your neighborhood who need help doing their lawn or who have other jobs for you to do. Ask your parents and your neighbors if they need any help. Earning money of your own will give you a good feeling. It will also give you extra money to spend on yourself, or others without having to ask your parents for it. Remember though that if you spend it all, you won't have any to put away or to save for a rainy day. Learning to budget your money is very important. Make a budget and keep it. Spend it first on things you really need and if there is any left over, use some to buy a few things that you want, and **SAVE** the rest.

MAKE THE MOST OF WHAT YOU HAVE

Remember that you are unique and different. You may be tall, and your best friend may be short. Some people are fat and others are thin. You might think something is pretty, but your friend may think it's ugly. Each of us has our own kind of beauty. There are people who will find you special and love you just as you are. Don't waste your time hanging around those who don't. Remember that no one looks great or gets straight "A's" in school all the time. Accept what you have and make the most of it.

SHOW OTHERS THAT YOU FEEL GOOD ABOUT YOURSELF

"If you see a person without a smile, Give him one of yours."

Your smile, posture, assertiveness, enthusiasm, beliefs, and even how much eye contact you maintain shows other people how you feel about yourself. Here are some ways to show others that you feel good about you. You may have read about some of these ideas before, but they are so important that they are being repeated.

1. **Sit and stand with good posture.** You will feel in control of your body that way. Standing straight and tall, rather than stooped over tells others that you are proud of who you are.

2. **Always look your best.** Keep your clothes neat and clean and be sure that your personal hygiene is good. Your hair and clothes should be clean and neat. Your teeth should be brushed regularly and you should shower or bathe daily, if possible.

3. Have good manners and be polite! Butting in line, or being rude to another person is not necessary. Don't interrupt people because you think you know what they are going to say before they say it. Treat people like you wish to be treated. When you are polite to others, they will usually be pleasant to you in return.

4. **Speak clearly.** Your voice level should be strong, but not too loud. Keep your hands away from your mouth and your head up when you speak. Speak in a way that shows you believe in what you are saying.

5. **Be direct, clear, and honest with other people.** Look at people when you speak with them. Show that you are interested in their responses. Check with the person whom you are talking to to make sure that your message was understood.

"Smile — it increases your face value."

6. **SMILE! SMILE! SMILE!** It's hard to respond negatively to someone who has a big smile on his or her face. And it tells people that you are a positive person. Of course you will not always feel like smiling, but a smile can sometimes magically replace a frown.

SMILE

"A SMILE is quite a funny thing,
It wrinkles up your face
And when it's gone you'll never find
It's secret hiding place.
But far more wonderful it is—
to see what SMILES can do
You SMILE at one, he SMILES at you
And so one SMILE makes two.
So let's SMILE and SMILE and not forget
That SMILES go everywhere."
-W. E. Crudup, Teacher Backus Jr. High

LIVE IN THE PRESENT

"Pay attention; that's always good advice.
It's amazing how much frustration can be avoided
and how much joy and awareness gained
by just paying attention, to yourself and
the people and the world around you,
wherever you may be.
It's the greatest show on earth and it's happening right
here and now!
The present is always more interesting than the future
or the past." *-Paul Williams "Das Energi"*

Don't live in the past. It's gone. What happened yesterday, the things you said or did, doesn't necessarily mean anything today. You can always do things today that you couldn't do yesterday. Saying *"I always do it this way,"* or *"I never did that before,"* leaves you stuck where you are. Do something different. Let go of the old way of doing something that didn't work. Suppose you always get in a fight with your brother. Do you really have to continue fighting? NO! Think of another way to deal with your brother when he makes you angry.

"If you always do what you've always done—
You'll always get what you've always gotten."

"Just don't look back unless you
want to go that way."

Remember the past—your memories will always be with you. But don't continue to live in it or you will miss today. The same is true for the future. It is good to have dreams, but living in the future can get in the way of enjoying and experienc-

ing today. If you find yourself daydreaming too often about the past or future, try to keep your mind on what is going on around you—in school, around the house, when you are with your friends. Don't be in a hurry to be an adult.

YOU'RE YOUNG FOR SUCH A VERY SHORT TIME AND OLD FOR A VERY LONG TIME. ENJOY YOUR YOUTH WHILE YOU HAVE IT.

WHAT ARE YOU WORKING ON MOM?
I'm GETTING READY FOR A PRESENTATION TOMORROW
AN IMPORTANT ONE?
THE BOSS WILL BE THERE
SO YOU'RE MEETING WITH THE BOSS?
NOT JUST HE...THERE WILL BE OTHER PEOPLE
I'M IMPRESSED. WHAT'S THE BIG CHEESE' WANT?
NOT MUCH.... JUST THAT ALL THE MICE ARE STILL IN THE MAZE
MAYBE I SHOULDN'T BE IN TOO BIG A HURRY TO BECOME AN ADULT

DO IT NOW

This is the beginning of a New Day, To use it as I will.
I can waste it or grow in its light, And be of service to others
But what I do with today is important
because I have exchanged a day of my life for it.
When tomorrow comes, today will be gone forever.
I hope I will not regret the price I paid for it. *-Anonymous*

Have you been avoiding doing something because it makes you nervous to even think about it? Or have you been putting off something that you say you really want to do? Start that new project or go and meet the person you've been wanting to get to know. You have to start somewhere. Talk to the new girl or boy in your class. Take guitar or piano lessons, if you have always wanted to. Read the book you've planning to read. Write that letter you owe to the girl you met last summer. Just do whatever it is you've been wanting to do and then you can stop saying *"One of these days, I've got to get around to ....."* . Wishing doesn't make things happen, but doing things does!

Take that first step. Start with some easy things that you've wanted to do, then try the harder things or the things you don't feel as sure of. The only time you really have is now.

GO FOR IT!

**"Heed not today. Heed not yesterday.
The magic words of life, Are Here and Now."**-*Reed*

FORGIVENESS

"There's so much good in the worst of us and so much bad in the best of us that it little behooves us to talk about the rest of us."

You have probably done or said something that you felt sorry for later. Everyone has. Then you feel guilty, sometimes just for a little while or sometimes you carry the bad feelings with you for a long time. If someone keeps reminding you of your error or won't accept your apology, then you really feel bad. Guilt is a terrible feeling, especially if you hold on to it .

No one is perfect!! You are human so expect to make some mistakes. Walking around feeling guilty or angry at yourself for a mistake you made uses up a lot of your energy. You need all your energy for positive things. The only real mistake you can ever make is not forgiving yourself. Use this exercise to help you get rid of your guilty feelings.

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Stand in front of a mirror with your eyes closed. Think of the things that you have done that made you feel guilty, ashamed, angry, or embarrassed. Begin to scold yourself, calling yourself names like "stupid," "slob," or whatever words describe your feelings. Do this until you feel you have punished yourself enough and want to stop treating yourself so badly. Or, do it until you feel silly. Then stop. Open your eyes, look at yourself and say: ***"I forgive you."*** Say this a few times in different ways. Say: ***"I really forgive you. I know you're sorry and I forgive you."***, or ***"It really wasn't your fault, so I forgive you."***

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If you can't get another person to say those words of forgiveness, you need to say them to yourself. After you forgive yourself, it is time to move on. If you hold on to the feelings and turn against yourself, you might become depressed. Remember, the person who is mad at you doesn't have to forgive you. You only have to forgive yourself. This doesn't mean you shouldn't try to say you're sorry. It means that after you've said your sorry, you need to forgive yourself and get on with your life.

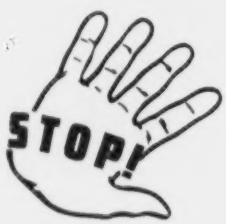
**"The past cannot be changed,
The future is still in your power."**

SAYING NO

It is hard for many people to say **NO**. We all say yes at times when we really want to say **NO**. If a person is trying to get you to say, do, or go somewhere that you know is wrong the best answer is **NO**. Say **NO** to people who are trying to get you to take drugs, drink alcohol, or smoke cigarettes. Say **NO** to anyone who wants to give you a ride, if you don't know them. Say **NO** to anyone who wants to give you a ride, if they have been drinking—even if they are a friend or relative. Say **"NO"** to people who want to touch your body in places that are uncomfortable to you—no matter who they are or how well you know them. If you feel bad about yourself, it is probably hard for you to say **NO** because you want other people to be happy with you. The more you say **NO** to harmful things and mean it—without being talked into them, the better you will feel about yourself. Practice saying **NO!** If you start learning how to say **NO** now, as you get older you will find it very easy to say **NO**.

"Here lies the body of Billy Jay,
who dies maintaining his right of way
He was dead right as he sped along
But he lies here dead as if he were wrong."

Deciding what you believe in and sticking with those beliefs can be hard. The people around you may try to influence you. If you like them or want to be part of their group, it can be very difficult to say "NO." Make up your mind that you will only do the things that are good for you and your body and stick with your decisions—no matter what. If being with a certain person or going a certain place makes you uncomfortable, follow your feelings—not what the other person is telling you to do. If you do, you will respect yourself much more and so will the people around you. So make up your mind today to STOP listening to those people who want you to do anything that you know or even think will harm you—even if you thought they were your friends. Look out for number **#1—Yourself.**



TAKE TIME OFF

There are times you need to go off and be by yourself. You just don't want to be with anyone, not even your best friend. This is natural. Go and find a place where you can be quiet and still, if not physically then at least mentally. Stay there until you feel like being with people again. If you are going off alone, make sure it is to a safe place. Be sure to let someone know where you are going if you plan to be gone for a long time.

If you are upset, going somewhere by yourself can help you feel better, or give you time to calm down. Being alone can give you time to think about some of the ideas or things you are confused about. We all need some peace and quiet at times to sort out our thoughts and feelings. Make sure you take the time to be by yourself when you need it.

HAVE FUN

Take time to do your work well, pride in your work, no matter what it is, nourishes the ego and the spirit.
Take time to think, it is the source of power.
Take time to play, it is the secret to perpetual youth.
Take time to be friendly, friendships give life a delicious flavor.
Take time to dream, it is expanding your horizons.
Take time to love and be loved, loving is what makes living worthwhile.
Take time to give, the day is too short to be selfish.
Take time to laugh, it is the music of the soul.
Take time to read, reading is the fountain of wisdom the cake of life

-Anonymous

Do you sometimes take yourself too seriously? Is it hard for you to laugh at your mistakes or to be silly sometimes? Do you work all the time or feel guilty when you're not? Is it hard for you to just sit around and do nothing once in awhile? There is nothing wrong with working hard, but it is also important to make time to play. Your mind and body need relaxation, just as much as they need food to survive. Be good to yourself by relaxing, having fun and even laughing at yourself now and then. Life can be hard at times. It is good to have fun and relax.

HAVE HOBBIES

Have a hobby. Find a sport or activity that you like. Maybe you like to skate or go bowling --maybe you like softball or basketball. If you enjoy indoor hobbies, try stamp or coin collecting, or sewing. You don't have to be an expert or the best—just have fun. Make a list of your current hobbies and those that you have some interest in, but haven't found the time to try. Hobbies give you the opportunity to learn new things, make new friends, and develop new skills—and taking an active part in various hobbies can keep you from feeling lonely.

Here are some ideas for hobbies that you may not have thought about before:

Acrobatics	Dancing	Rug Making
Astronomy	Dramatics	Stamp collecting
Bird watching	Embroidering	Sewing
Basketry	Fishing	Singing
Camping	Gardening	Skating
Cartooning	Knitting	Sculpture
Clay modeling	Leather working	Walking
Clothes designing	Magic	Weaving
Collecting (anything)	Model Making	Wood working
Dressmaking	Painting	Writing
Dressmaking	Rocks	

TREASURE YOUR FAMILY

A GUIDE TO A LOVING HOME

May we treat one another with respect, honesty and care
for that is the only way we will ever grow together.
May we share the little discoveries and changes each day brings.
Remembering that each one of us has something to say, and
Listening is important too.
May we try always to be sensitive to one another's joy, sorrows, needs and changing moods, and realize that being a loving family means sometimes not understanding everyone all the time, but being there to love and help them just the same.

-Author Unknown

Being a part of a family is a gift, no matter how your family is formed. Living with people who love you is something that you should treasure. Show your appreciation for your family members as often as possible. Letting them know how much you care for them will make YOU feel good. Sometimes, if they know that you appreciate them, it will be easier for them to give you support when you need it.

Sometimes it might seem that certain family members don't care about you. Unfortunately, in some cases that might be true. But that is not typical of many families. You must remember that we all have separate lives, feelings and emotions. We all have our own point of view about things— so other people, even those in your family, may not always agree with you. Just because you are in a great mood one day doesn't mean that your parent(s), brother or sister will also be.

They may have had a fight with a friend or failed a test. Maybe your mother lost her job or your father didn't get the raise he wanted. Being jealous of and fighting with your brothers and sisters is very common. Sometimes it is not until adulthood that brothers and sisters begin to really get along and show their love for one another.

If you have a problem or need help, you shouldn't be afraid to reach out to your family. They want to help you, even though they may not always be able to. If you really needed your family's support, they will probably be there for you. Be sure that you are there for them, as well.

OH, MOM!

Oh, Mom!
You've made my life much easier!
My call you heed,
When I'm in need.
Oh, Mom!
You're a real crowd pleaser!
Oh, Mom!
The things I do for you are
Really not in vain.
You do many things for me
And I don't even have to ask.
Even the many troubling tasks.
Oh, Mom!
You try to cheer me up
When my days are filled with rain
Oh, Mom!
You give me much helpful advice
That I really do need.
You let me go at my own speed
This advice I can use
All through my life.
Oh, Mom!
I really love you!
Nothing can take me away
From the love you give me every day
In the many things you do and say.
Oh, Mom!
I love you!

- Carlton B. Wicker, Murch Elementary School, Washington DC

MY FAMILY

What could be worse than a family of sixty?
With brothers who like to kid and play tricks.
They fill up the house with baseball and bats,
And frequently act like mean little brats.
When shopping we buy all things on the shelves,
But carrying it home requires a truck full of elves.

Every weekend we go on fun family trips,
We love the movies, a concert or show,
And we fill all of the seats wherever we go.
But we're not unhappy or ready to part,
And all of our sisters and brothers are close to our hearts.
It's just that it's hard to live together,
But we've got lots of time--it seems like Forever.
-Susan Feinberg, Murch Elementary School

SELF-ESTEEM AND LOVE

Love begins with yourself. The moment you can accept what you are, you awaken your capacity to receive love."
-Yogi Amrit Desai

People who do not love themselves have very little to give other people. And most people don't want to be around someone who is negative and unhappy all the time. Do you know some people like that? People who do not love themselves feel empty inside. Are you always looking for friends to take care of you and make you feel better? If so, that empty feeling will stay with you until you accept yourself as you are and find room in your heart to love yourself.

Many times friendships don't work because one or both people have little or no self-esteem. People who love each other enough to be friends must be able to stand on their own first—and stand tall—before they can give support and love to one another.

CONCLUSION

As you grow into an adult, you will be the only one responsible for your happiness. Right now, much of your happiness depends on your family, your school and your environment. Challenge yourself to work on your friendships and your attitudes. Take care of your appearance, and your living space. Remember to say **NO** to those things that can harm you; such as drugs, alcohol, and cigarettes. And stay away from those people who try to urge you or force you to do things that you know are wrong or can harm you or others. Make time for fun and relaxation. Accept that you will feel down-and-out once in a while, but know that you can lift yourself up. Make sure to remember that if you can't help yourself, there are people ready and willing to help you. Don't ever be afraid to ask for help, especially if you are really feeling badly or scared.

AND REMEMBER IF SOMEONE TRIES TO HARM YOU OR ASKS YOU TO DO SOMETHING THAT YOU THINK IS WRONG, BE SURE TO TELL SOMEONE—*RIGHT AWAY.*

Find your list of positive statements on page 50. Say the ones that are the most important to you every morning. Saying them will remind you that only you are in charge of your attitude and your feelings. These seven adapted steps by Dr. Dov Peretz Elkins can help you to develop and keep your self-esteem. Read this list first thing every morning. It will remind you that you are in charge of your life and that only you can make it work.

1) **Affirm Yourself** — Keep reminding yourself that you are a wonderful and unique individual. Every morning start the day by saying. "I am a wonderful person and who I am makes a difference.

2) **Respect Yourself**— Show respect for yourself in everything that you do. Putting harmful things in your body is not showing respect. Respect yourself the way you want others to respect you.

3) **Love Yourself** —" You are all you've got." Remember others will not love you if you do not love yourself.

4) **Accept Yourself** — Remind yourself that you are a unique individual and you are okay just the way you are. But don't ever stop trying to make yourself the best YOU can be.

5) **Trust Yourself** — Believe in who you are and that you will make the right decisions. Don't do things that you don't think are right just because someone else wants you to.

6) **Show Yourself** — Show yourself what you are made of and what you are capable of doing. You might surprise yourself!

7) **Stretch Yourself** — Never stop growing emotionally. Keep trying every minute to improve your mind and to be open to learning new things.

We hope that this chapter has helped you get to know yourself better. If you have to—read it over and over again and try some of the suggestions. It is important for you to realize that it is possible for you to change things about yourself that make you feel uncomfortable. If you begin now to take care of those areas that you have control of, you will be on your way to a healthier and happier life. Most importantly, learn to accept yourself as you are. That is truly **SELF-ESTEEM.**

**"Love the world as your own self:
then you can truly care for all things"**
- Lao Tzu

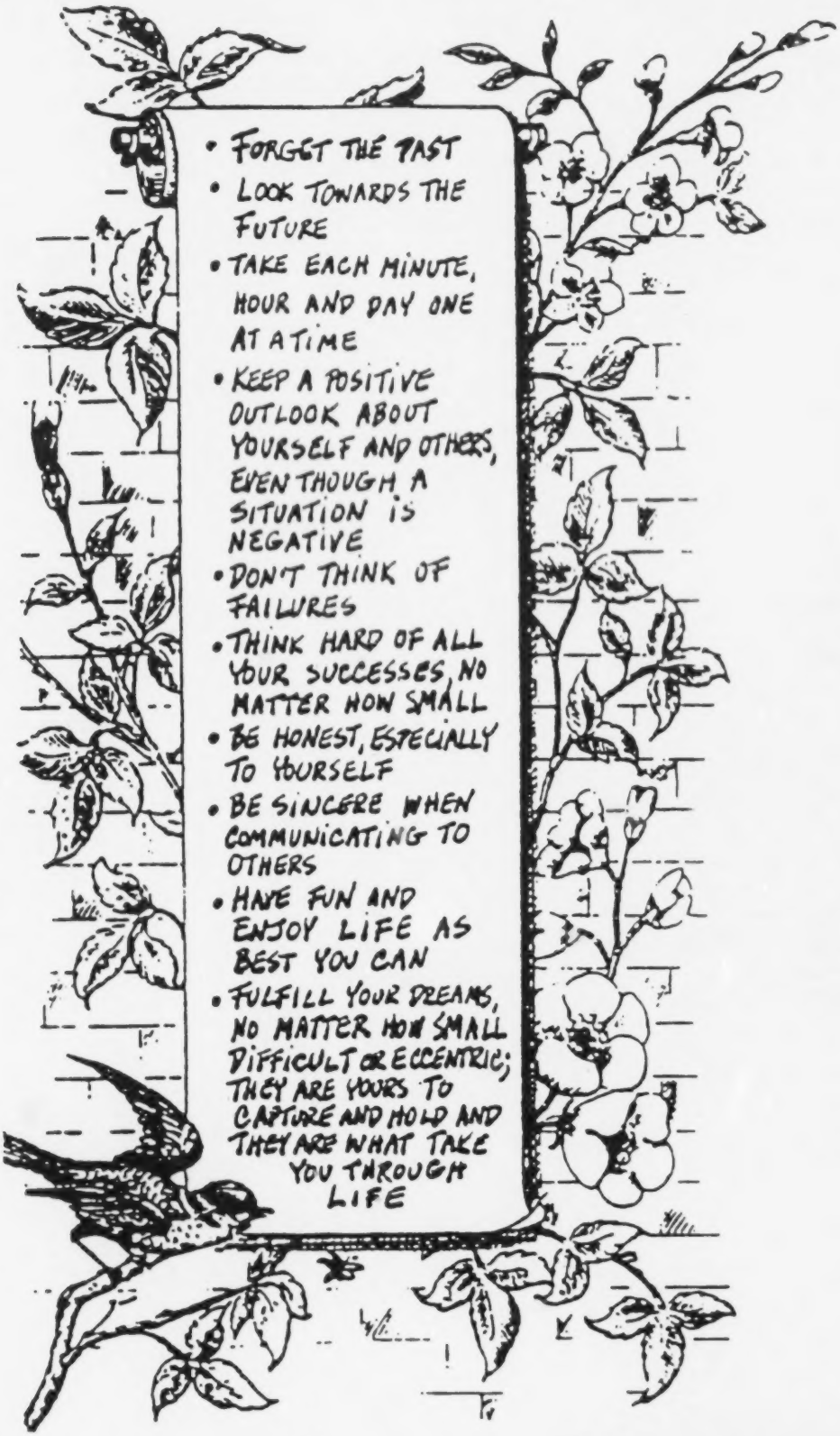
POEMS ON SELF-ESTEEM

Take everything that is strong in you
and put it to work
set it free
never mind what anyone thinks
take all your muscles
and stretch them to your limits
you'll amaze yourself, how good you'll feel
and how much good you'll do
just by radiating pure energy outward
--contact high the ultimate form of
communication--
you are beautiful
Be! Be! Be!"
- Paul Williams "Das Energi"

A TIME TO RISK

"To laugh is to risk appearing the fool.
To weep is to risk appearing sentimental
To reach out for another is to risk involvement
To expose feelings is to risk exposing your true self.
To place your ideas, your dreams before the crowd is to risk loss.
To love is to risk not being loved in return.
To try at all is to risk failure.
But risk we must.
Because the greatest hazard to life is to risk nothing.
The person who risks nothing
does nothing
has nothing
is nothing."

-Author Unknown


• FORGET THE PAST
• LOOK TOWARDS THE FUTURE
• TAKE EACH MINUTE, HOUR AND DAY ONE AT A TIME
• KEEP A POSITIVE OUTLOOK ABOUT YOURSELF AND OTHERS, EVEN THOUGH A SITUATION IS NEGATIVE
• DON'T THINK OF FAILURES
• THINK HARD OF ALL YOUR SUCCESSES, NO MATTER HOW SMALL
• BE HONEST, ESPECIALLY TO YOURSELF
• BE SINCERE WHEN COMMUNICATING TO OTHERS
• HAVE FUN AND ENJOY LIFE AS BEST YOU CAN
• FULFILL YOUR DREAMS, NO MATTER HOW SMALL DIFFICULT OR ECCENTRIC; THEY ARE YOURS TO CAPTURE AND HOLD AND THEY ARE WHAT TAKE YOU THROUGH LIFE
Pattie BRIGHT '86

SENTENCE COMPLETION ACTIVITY

Complete the following sentences by writing whatever comes to your mind. Remember to put down your feelings, not what you think someone else wants you to say. You may want to share this exercise with your parents or friends. It may help them know who you are.

1. I am a person who _____
2. One of the things I'd like people to know about me is _____
3. It isn't easy for me to admit _____
4. A part of myself that is scary to share is _____
5. If I thought no one would laugh at me, I would _____
6. I feel safe when _____
7. It's hard for me to show my feelings when _____
8. Sometimes I feel frustrated when _____
9. Sometimes I feel happy when _____
10. Sometimes when I am happy, _____
11. Sometimes I hide my happiness by _____
12. One of the ways I show my happiness is _____
13. One of the ways I'm like my mother is _____
14. One of the ways I'm like my father is _____
15. I am beginning to feel

(Dr. Nathaniel Branden—adapted from *If You Could Hear What I Cannot Say*)

REVIEW QUESTIONS

Review the topics we talked about in this chapter with your teacher and your class. Discuss the meaning of each topic, how the topic relates to you and your relationships with other people.

Some of the topics discussed were:

1. Self-Esteem	2. Emotions	3. Stress
4. Depression	5. Suicide	6. Divorce
7. Saying **"No"**	8. Forgiveness	9. Perfectionism
10. Goals	11. Obstacles	12. Rejection
13. Living in the Present	14. Personality	15. Envy

Self-Esteem

1. What is your definition of self-esteem?
2. What factors are important in developing self-esteem?
3. Does your life now affect your self-esteem? How?
4. How do beliefs that don't make sense affect your behavior and self-esteem?
5. What are some characteristics of people with high self-esteem?
6. Identify some famous people that appear to have high self-esteem.
7. Describe how believing you are going to fail affects your self-esteem.
8. What are some positive steps you can take to build self-esteem?
9. Describe how you see your ideal self.

Stress

1. What is stress?
2. When and why does stress occur?
3. Name some stressful events that have happened in your life.
4. What can you do to avoid stress?

Depression

1. What is depression?
2. What are some of the symptoms of depression?

DISCUSSION QUESTIONS

Self-Esteem

1. What are some of the obstacles that keep you from achieving what you want?
2. Who are some people that you know who have achieved success in spite of handicaps?
3. Do you think we emphasize self-esteem too much or not enough in school?
4. Do the views and opinions of others affect your self-esteem?
5. Have you ever experienced discrimination? What did it feel like?
6. Why do you think some young people take drugs or drink?
7. Have you ever been embarrassed? What caused it? What did you do?
8. What do you do when you get depressed?
9. How would you help a friend who was depressed?
10. How do you feel when you are unable to express your emotions?
11. What can you do to build your self-esteem?
12. Do you think that it is important to set goals? Do you?
13. What kinds of things worry you?
14. Do you think that it is important to forgive someone who may have hurt you?
15. What do you do when you're feeling lonely?
16. Why do you think it is important to have good manners and to be well groomed?
17. What are some things that make you feel low or pull down your self-esteem.
18. How do you feel or act when someone close to you (friend or relative) is feeling low?
19. What do you do when you're not feeling your best?
20. What can you do to make yourself feel better when you're really feeling low?
21. Why do you think it is important to stay in school
22. If a friend came to you and said he or she were going to kill him/herself, what would you do?

Stress

1. What do you do when feeling stressed?
2. What physical symptoms do you notice when stressed?
3. What causes you stress?

LISTENING

I like it when you listen with your ears,
and with your eyes.
I like it when you listen with your heart.

Sometimes there are such special things
I think that you should hear,
I like to think you're tuning in
So everything is clear.

I'm happy when you look at me
As if you want to know,
The feelings and the thoughts
That are so very hard to show.

And after I have told you
What it is, the best I could,
It means a lot for you to let
Me know you've understood.

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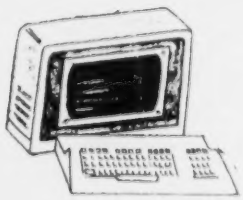
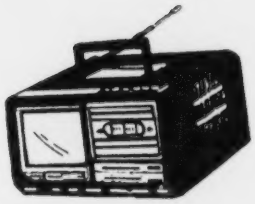
COMMUNICATION

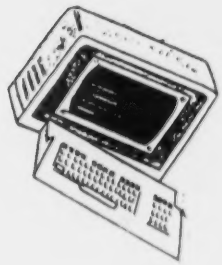
Learning Objectives

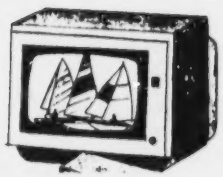
Study of this chapter should enable students to:

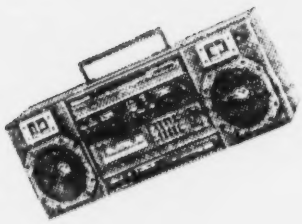
- Understand the process of communication.
- Explain what verbal communication is.
- Explain what nonverbal communication is.
- Demonstrate various nonverbal communication.
- Explain cultural differences in communicating.
- Explain male/female differences in communicating.
- Identify and describe different styles of communication.
- Describe ways to communicate constructively.
- Illustrate the use of "I" statements.
- Describe ways of criticizing constructively.
- List and explain some roadblocks to communication.
- Identify the skills of an active listener.

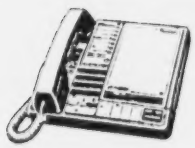


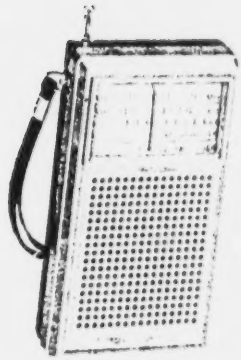


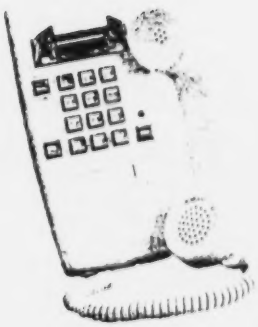


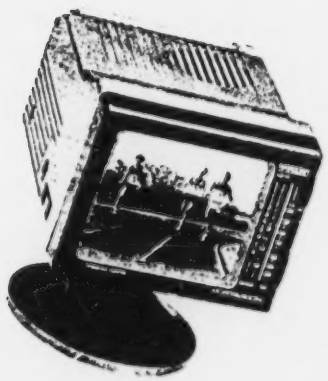












COMMUNICATION

You are communicating every minute that you are in the company of other people. Have you ever wondered why some people don't seem to understand what you are trying to say? Have you noticed that many people don't seem to be good listeners? At times, the problem might be that you are not getting your message across. At other times, the problem could be that the other person is not listening. Misunderstandings happen all the time because very few people know how to communicate well.

Communicating is a very complicated process. Messages have many different purposes. They can:

1. give information: *It's raining.*
2. express an emotion: *I'm so happy .*
3. communicate a need: *I want my medicine.* or
4. attempt to control someone else's actions: *Sit down.*

We use communication to:

1. comfort: *I'm so sorry .*
2. question: *What do you mean?*
3. quiet: *SHHHHH!*
4. warn: *Watch out*
5. influence other people: *I think you should go to the party .*

Communication can be:

1. very helpful or positive: *It's good that you're not smoking . Smoking is bad for your health* , or
2. very harmful or negative: *Try this, a little marijuana won't hurt you.*

THE COMMUNICATION PROCESS

Communication is the sharing of information between two or more people. The person who starts the communication is the "sender," and the person who accepts the information is the "receiver." The information that is sent is called the "message." In some cases, the sender and receiver keep their roles throughout the interaction. If the process continues, the people will switch roles. The sender becomes the receiver and the receiver then becomes the sender and they continue to switch roles as long as the conversation continues.

To begin communicating, there must be a message to share. Messages are sent through a channel:

1. hearing: *spoken words; a whistle;*
2. touch: *a pat on the back; a hug; a handshake;* or
3. vision: *a wink; a smile; a wave*

How you communicate depends on:

1. to whom you are talking: *You communicate differently with your teacher than with your brother or sister.*

2. how you feel about yourself: *If you have confidence and self-respect, people will usually respond more positively to you.*

3. how you feel about the person receiving the message: *With good friends, you might share very personal secrets, but with acquaintances you would probably only talk casually. You would talk differently with your parents than you would with a friend.*

4. how old you and the person you are communicating with is: *Two teenagers will communicate differently with each other than they would with a child.*

5. your values and attitudes that developed from the way you were raised or the things that may have happened to you in the past: *Many girls are taught to express their feelings, but many boys are taught to hold their feelings back .*

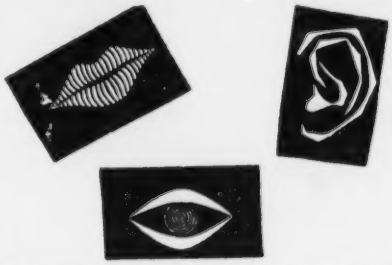
Sometimes a message ends as soon as it is given. For example, if your teacher tells you to put away your math book and get out your science book, you do it. Other conversations continue and the sender will get a verbal response. For example, if your best friend wants to borrow your bike and you say no, you might want to explain why. Your conversation with your friend about the bike will be much longer than the one with your teacher about putting away your books.

Many times you think you have given a clear message but the people you were talking to just didn't understand. Maybe they weren't paying attention to what you said. Because confusion is so common in communication, each person involved in the process has the responsibility to make sure his or her message is clear.

THE BEGINNING OF YOUR COMMUNICATION

You began communicating at birth. You cried, cooed, grunted, smiled, and made many other different sounds and facial expressions. You tried the best you could to communicate your wants and needs to the person or people taking care of you. By the end of your first year, you started saying a few words like "momma," "dadda," and "no." As you got older you began making short sentences, then longer ones until you were finally communicating fairly well. For a long time, you understood much more than you could say. You used a lot of nonverbal methods to get your messages across. Now the words and sentences are no longer a problem. But you may have developed some bad habits, or negative communication skills.

VERBAL VS. NONVERBAL MESSAGES



Although you may think that you communicate only with spoken words, you communicate with every part of your face and body. There are two kinds of communication: **verbal** and **nonverbal.** Verbal communication is the use of any kind of words—*written, spoken, or sign language.* Even though dictionaries define the term "verbal" as the use of spoken words, writing and sign language are different ways of communicating with words, too. People who are deaf use sign language when they talk with other people. Although you might think that deaf people only use gestures, the signs they use when they talk are real words. Nonverbal communication is the use of body language, facial expression, tone of voice, or gestures. Think of ways that you communicate using different kinds of verbal and nonverbal communication. For example, raising your voice; tapping your foot or hand, waving, and clapping.are all ways we communicate nonverbally. What are some other ways you communicate nonverbally?

We can communicate verbally with each other through the radio, television, computers, and music. Telephones, typewriters, and many other methods are available to get our messages across. When we listen to music, with or without words, we are receiving some type of message from those who wrote the song. Almost every thing we do when we are in the company of others involves some kind of communication.

When people talk, their words often don't match their facial expressions or body language. This is confusing because ***"mixed*** or ***double messages"*** are being sent. For example, many people smile when they are angry or upset. It is very confusing to listen to someone explain how bad school went that day, but see the person smiling at the same time! Or suppose a person is telling you how glad he is to see you, but is looking around the room or acting as if he wants to get away from you as soon as possible. Or your friend tells you that she wants to talk to you, but when you get together she keeps looking at her

watch. Many people are not aware that they communicate with double messages. Can you think of any times that you might have sent a mixed message?

To send positive, constructive messages, your verbal and nonverbal actions should reflect confidence. To reflect confidence, you must always be aware of your nonverbal messages. Use this checklist to review your own non-verbal methods of communication. Check the items that best describes your style and behavior.

1. Facial Expression

23% facial expression

__ * I have relaxed and honest expressions.
__ * I use facial expressions to express or emphasize a point.
__ * I smile often at appropriate times.
__ I smile or laugh when I am nervous.
__ I show when I am angry by clenching my teeth or flaring my nostrils.
__ I bite my lips or inside of my mouth when I am nervous.
__ My face is an open book. People can always tell the way I am feeling by my facial expressions.

2. Voice and Tone

20% tone of voice

__ I stutter or stammer when I talk, especially when I am nervous.
__ * I don't raise my voice or scream even when I am angry.
__ My voice level goes up when I am nervous.
__ I talk very softly and it is often hard to hear me.
__ I have a loud voice that often annoys people.
__ * I use my voice appropriately to express my feelings; softly when I want to show that I care; and firmly when I want to make a strong point.
__ The tone of my voice often sounds sarcastic.
__ * I don't mumble.
__ * I speak clearly, firmly and my voice reflects my confidence.
__ I speak in a monotone, never changing my pitch or tone of voice.

3. Eye Contact

__ * I make direct eye contact with people when I am talking.
__ I look down or look nervously away when someone is talking to me.
__ * I don't stare at people when I am communicating.
__ I look off into the distance when I communicate.

50% body position

4. Posture/Gestures

__ * I stand erect when talking to people.
__ * I use my hands when appropriate to express myself.
__ * My posture conveys my confidence.
__ I often stand in aggressive ways or use aggressive hand motions; wave my finger or point at the person to whom I am talking; stand with my hands on hips, pound my fists or hit things around me; or shake my head.
__ * My body language conveys a relaxed, comfortable person.
__ I fidget nervously with my hair, clothing, keys, change in my pocket, or jewelry.
__ I fidget a lot, constantly shifting my weight.
__ * I face people directly at a comfortable distance (not too close or too far away).
__ I slouch and sometimes go into a shell like a turtle.
__ I keep my hands in front of my face or mouth when I talk.
__ I scratch, rub my head, or wring my hands when I am in a conversation.
__ * I nod my head when someone is talking to me to show that I am listening.

5. Image and Appearance

__ * I dress appropriately to fit the occasion.
__ * I always look neat and clean.
__ I dress in flashy or suggestive clothing.
__ * I have good manners most of the time: I hold doors for people, I offer my seat to an elderly person, I am polite.
__ * I carry myself in a confident, relaxed manner.
__ I am usually over or underdressed.
__ * I make people feel comfortable when they are around me.

Were you able to check most of the items with the star? If you were, your nonverbal communication is probably received in a positive, clear, and warm manner. If you checked many of the other items, then you need to become aware that your nonverbal techniques are not all positive.

Using the sentence "I am angry with you," choose a partner and give that message—nonverbally. Using other sentences, see if you can get messages across to other people without speaking. Doing this activity will show you how we communicate with much more than words.

Here are some nonverbal messages. Describe some different messages each could be sending.

Example	Meaning
1. a sigh:	relief, exhaustion, frustration, boredom
2. whistling at someone:	trying to get attention, flirting
3. turning red as a beet:	
4. refusing to speak:	
5. winking at someone:	
6. staring at someone:	
7. stomping out of a room:	
8. staring into space:	
9. turning away from the person who is speaking:	
10. laughing nervously:	

Can you think of more ways that people communicate nonverbally without realizing it? Each nonverbal message communicates something important. Nonverbal messages show how the people involved in the communication process feel about each other. Nonverbal messages also show how people feel about what they are saying.

DIFFERENCES IN COMMUNICATION

Cultural

Communication is different in each part of the world. Each country has its own set of rules for communicating and the people usually follow those rules. Most countries in the world have their own languages and have different ways of using words. In some countries, people use more than one language.

The use of nonverbal messages are also different from country to country. For example, in some countries people stand very close to each other when they speak. In the United States, people usually stand farther apart. Here, we are taught that staring is rude, but in some countries staring is polite and a way of showing interest. Burping is another example. In some countries, burping is expected after a meal. It is a compliment to the cook. In the United States, burping is considered rude and embarrassing.

In the United States, many different cultures are mixed together. People who move here from other countries might not know our rules and we might not know theirs'. When people from different cultures try to communicate, they often misunderstand each other. It's important to be tolerant of other people's communication habits. Judging others because they don't speak or act the same

does not help you get along with other people. If you judge people simply because of the way they talk, you might miss getting to know people who are probably a lot of fun and very interesting.

Male/Female Differences

Some people think that men and women talk, and even hear differently. A writer named Lillian Rubin said, "Guys talk about things, and girls talk about feelings." Girls seem to like to be with friends with whom they can express themselves while boys tend to spend more of their time doing things with friends. Girls tend to talk more about relationships, while boys tend to talk about their abilities or accomplishments.

Differences in boys and girls affect the way they communicate with each other, and sometimes misunderstandings occur. If you are a boy, what do you think about the way girls communicate? If you are a girl, what do you think about the way boys communicate? Do you understand each other? Begin to think about ways to improve your communication with the opposite sex.

Families

When you go to your friends' houses, you might be surprised by how their families communicate. Remember that each of you are raised by different parents and each family has different ways of doing things. You are used to communicating in the ways your parents taught you.

Parent-Child Communication

Many of you may not have a lot of trouble talking with your parents now. It is probably easier to communicate with them at your age than it will ever be again. Sometimes as young people become teenagers, communication problems begin. You might be going through many changes now, but when you become teenagers you will probably go through even more changes in your minds, bodies, and feelings. Because of these changes, teens sometime find it difficult to really talk to their parents.

If you think you have problems sharing things that happen in your life with your parents, you should talk about it with someone you trust. Maybe you and your parents are misunderstanding each other. Sometimes parents don't know how to talk about certain things and just avoid talking to their children. Maybe you are feeling ignored. The best way to try to solve a

problem is to talk about it. If your parents don't know how you feel, it is hard for them to understand you. If you learn to communicate well with your parents now, you might be able to avoid some of the typical teenager-parent problems that other young people have. Now is the time to begin to develop a healthy, loving, and communicative relationship with your parents.

COMMUNICATION STYLES

You may prefer to dress a special way. You might want to wear your hair a certain way. Whether you know it or not, you also have your own special style of communicating. Everyone does. Let's look at some of these different styles.

Virginia Satir is a well known family counselor. She believes there are four ways that people usually communicate. She calls these four ways "defensive." "Defensive " communication means that people feel the need to either always defend themselves or to attack first before others have the chance to attack them. They respond negatively because they think their self-esteem will be threatened.

Here are the four styles. Can you identify yourself as using one or a combination of these styles?

1. ***Placaters*** — To placate means "to comfort." The placaters are people who want to make other people happy, no matter what they have to do. These people do not like to fight and are always apologizing, saying "yes," or giving up what they want to do just to keep things peaceful. Placaters usually feel worthless, scared, and weak. They might talk like this:

   — ***"I'll do whatever you want."***
   — ***"I'm sorry, it's all my fault."***
   — ***"What can I do to help?"***

   What other things would a placater say or do?

2. ***Blamers*** — Blamers are people who accuse other people of trying to ruin their lives. They are always pointing their finger at someone else. Nothing is ever their fault. They criticize, nag, and are usually hard to get along with. Sometimes they are bossy. They might talk like this:

   — ***"It's all your fault."***
   — ***"You're so stupid...bad, etc," or***
   — ***"If it weren't for you, I'd be on the team...have a new bike etc."***

Blamers are usually very angry people who don't feel loved. They blame someone else before they have a chance to be rejected themselves.

3. ***Computers*** — Computers are people who are very cool, calm, and reasonable. Just like computers, they think very carefully before they speak because they don't want to be wrong or show their feelings. Computers are like robots. They might talk like this:

   — ***"This is the way it should be done."***
   — ***"I never get upset because it doesn't help."***
   — ***"Here, let me show you how it's done."***

4. ***Distractors*** — Distractors are usually frantic and disorganized, running around in circles like "chickens with their heads cut off." They don't look you in the eye or answer direct questions. They like to ignore things or change the subject. Distractors can talk and talk and talk and never really say anything. They can be frightened or insecure. They might sound like this:

   — ***"Where did I leave what?"***
   — ***"We eat dinner at five? I can't seem to remember that."***
   — ***"Was I supposed to do that for homework?"***

Usually *placators, blamers, computers* and *distractors* have low self-esteem. The way they communicate shows how bad they feel about themselves.

Virginia Satir calls positive communicators **"levelers."** Levelers have all the four characteristics, but are also warm, honest, sensitive, and have definite goals. Levelers are reasonable, use good logic, and speak up for themselves. They might sound like this:

— ***"I understand what you're saying and I will help you, if you need me."***
— ***"I don't agree with you, but it's okay for you to have your own opinion."***
— ***"I have to do my homework now, but I'll play with you later."***

Levelers don't blame other people for how they are feeling. They admit that they have feelings and let other people have theirs, as well. *Levelers* are healthy, happy, creative, and alive.

Most people communicate in one of the four defensive styles. We should all aim to be *levelers.* Being a positive communicator takes a lot of work. It might take a long time to change the way we communicate, but it's worth the time and effort.

POSITIVE COMMUNICATORS

Positive communicators all have something in common. First of all, they are comfortable being themselves because they accept themselves just as they are. And, they let other people be themselves without trying to change them.

Other words to describe positive communicators are: *honest, trusting, respectful,* and *open.* They can almost always express their feelings honestly with other people.

Have you been thinking about whether or not you are a positive communicator? Do people want to talk with you or do they seem to want to get away from you? Do you feel good about yourself? Can you talk honestly with your parents, friends, and teachers? It is important for you to learn and practice good communication skills now. The older you get, the harder it is to change. Teenagers and adults can change, but it is easier to learn when you are young. That way you have the rest of your life to build on the good communication habits that you have developed. You won't have to use as much time and energy changing bad habits.

CONSTRUCTIVE COMMUNICATION

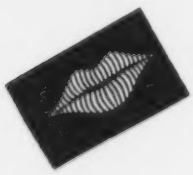
It is a terrible feeling to be misunderstood. Not being understood can leave you feeling unloved, frustrated, and sometimes even stupid. The reason you communicate is to have your feelings, beliefs, ideas, and point of view understood. There are usually two main reasons why you are misunderstood. One is that you might not have learned effective communication skills. The other reason is that you might not be a good listener.

CONSTRUCTIVE MESSAGES

There are many ways to say the same thing when you are sending a message to a friend, a teacher, your parents or a sister or brother. It is good to follow certain procedures so that your communication will be successful. Here are some suggestions that you might want to follow:

1. **Know how you feel about the message you are sending.** Ask yourself, *"What am I really feeling?"* or *"What am I really mad about?"* Before you tell your friend that you are mad at her for being mean, make sure you're really mad at her because she is mean and that you are not just jealous of her new clothes.

2. **Be sure of the message you want to send before you expect someone else to understand it.** Sometimes we say things before we are ready and our messages are not really clear.



"When we feel comfortable about ourselves, we tend to be more skillful at listening, more sensitive to others, and better at sharing our ideas than when we feel inadequate, embarrassed, or unimportant."

- Burr, 1976

3. **Be sure that the person with whom who you are talking gives the same meaning to words and sentences that you do.** Because people come from different backgrounds, words might have different meanings to them. For example, in Europe, a holiday means a vacation. In the United States, the word holiday means a special event, like Christmas or George Washington's Birthday.

   Pierre was from France. He came to this country for a vacation. While he was here he met Sarah. He told her that he was here on "holiday." She says "Oh what holiday is it? " He looked at her puzzled , wondering what she was talking about!

   All your friends and teachers come from different families, some practice different religions and some might even come from a different culture or country than you do. Are you sure you are sending a message that has the same ***"shared meaning ?"***

4. **Don't think that people can read your mind.** No one knows what you are thinking except you. We often think that if others love and care about us, they will know exactly how we are feeling. Unfortunately, this is just not true. Don't be upset if you have to explain how you feel to the people you love. They have their own point of view and might not understand yours unless you tell them what it is!

WHY AM I THE ONE ALWAYS DOING HOUSEWORK?
IM GETTING ANNOYED... EVEN AFTER MY HINTS GEORGE STILL JUST SITS THERE..
DOESN'T HE KNOW THIS BOTHERS ME? WHAT'S WRONG WITH HIM... CANT HE READ MY MIND?

5. **When you are talking about something important, make and keep eye contact.** This is a good way to know if the other person is paying attention or whether he or she understands what you are saying. You will know by facial expressions or nods of the head if others are getting your message.

   Jerry is trying to tell his friend Cindy about what happened in school today. Cindy keeps looking out the window. Do you think Cindy is paying attention to what Jerry is saying?

6. **Remember that your point of view is not the only point of view.** Other people might not see things the same way you do. Put yourself in their shoes and try to understand how they feel.

   Mel tells Jackie how he feels about the President. Mel likes the President, but Jackie thinks that he is a very bad president. Is Mel right and Jackie wrong or does each one simply have a different point of view?

7. **If you are not sure about the message that was just sent to you, ask for more explanation.** Ask the person to repeat the message or repeat it out loud to give the sender the opportunity to clear up any misunderstanding.

   Elaine calls Susan because she needs help with her homework. She asks if she can come over for help and Susan says sure. Elaine didn't say which subject she needs help in. If it's math homework Susan can help her, but if it's science, she can't because she doesn't understand the science homework either. Susan could have asked Elaine which subject she needed help in and neither of them wouldn't have wasted time.

"I know that you believe you understand what you think I said, but I'm not sure you realize that what you heard is not what I meant." *-Unknown*

8. **Remember that actions speak louder than words.** Make sure your words match your facial expressions and your body language. If your verbal and nonverbal messages are different, your message might not be believed.

   Susie calls her friend Judy to tell her that she and her sister had a big fight. Susie is very upset and hopes that Judy will be able to talk with her. Judy tells her to come over to her house so they can talk about it. When Susie gets there and starts talking, Judy seems bored. She is polishing her nails, fixing her hair and ironing her clothes.

   Do you think Susie feels like her friend really cares about how bad she is feeling?

9. **Be positive.** "A word of praise is never wasted." There is always something good to say even when you are having a problem with another person.

   Your brother broke your bike and it took you a long time to fix it. Even though you are angry with him, you remember that he did your chores for you last weekend

so that you could go shopping with your friends-- and you never thanked him. When he apologizes to you, instead of yelling at him you thank him for his help last weekend.

10. **Ask for what you want.** Don't beat around the bush when you know exactly what you want to do or say.

    You really want to go see a new movie, but your mother and father want to go on a family picnic. You tell your mother that you don't feel well, or that you have too much homework instead of telling her what you really want to do.

    Are you being honest with your parents? Are you getting what you want by making up a story?

11. **Don't judge what others say as right or wrong.** It doesn't matter if you agree or disagree with someone. Each person has the right to his own feelings.

    Suppose you tell your brother about something upsetting that happened in school. He tells you that you are acting silly and shouldn't feel that way. He says, "You're overreacting."

    Does it help you or make you feel better when someone reacts to you that way? It doesn't help other people when you react that way to them, either.

12. **When you talk about yourself and your feelings, use the word "I."** You are responsible for what you say, do, and feel. Using the word "you" in sentences like *"You make me so mad,"* or *"You're really dumb for saying that,"* is blaming the other person for your own feelings. Change the sentences to *"I am so mad at you for...,"* or *"I don't think that was the right thing to do."* Then you are not blaming other people, you are just letting them know how you feel.

13. **Don't lecture.** Lecturing feels and seems like bossing someone around. You don't like to be lectured to and no one else does, either.

14. **Don't nag, yell or whine.** If you do these things, no one will listen to you. Remember how you feel and how you respond when someone nags or yells at you.

15. **Understand that sometimes your message will not be understood or accepted.** You can not control other people. Sometimes others will not want to hear what you have to say. At other times, they will just not understand your point of view no matter how hard you try to explain it.

CRITICISM

Criticism is much easier to give than to take. It is much easier to tell others what you don't like about them than to hear them criticize you. For example, you might feel very comfortable telling your friend that she is not studying hard enough for a test, but you might not like it one bit when she tells you that you are being mean to your brother. Can you think of times when you felt uncomfortable being criticized?

Most people don't know how to talk about problems in a constructive way. There are ways you can criticize without hurting the other person or damaging your friendship. Many times criticizing is a way for people to express their anger. But being overly critical will not help a friendship grow.

Criticism usually hurts the person receiving it. If you can tell someone what you don't like or what you are mad at constructively, the friendship will probably improve. Criticism offered to help a problem will leave you and the other person feeling better. Here are some ways to make sure you are criticizing in a helpful way.

1. **Only criticize problems that can be solved. If the other person can't do anything about the problem, keep quiet or make a suggestion later.** For example, if your friend just had his hair cut and you hate it, you might say, "I really hate your hair like that. You shouldn't have cut it." Saying that will not help because there is nothing he can do about his hair right now. In this case, saying what you really think only makes him feel bad. You can still get your point across without hurting his feelings by saying something like this: "I think I like your hair better when you wear it a little longer". I guess you can always let it grow again."

2. **Don't criticize people if you know that things are not going well for them, unless the situation is serious.** For example, if a person is suffering from a bad experience or is ill, then it is probably not the time to be critical. Be careful with your timing and be sensitive to the kinds of things that are going on in other people's lives. But if the person you need to talk to is always having a bad day, you might have to say what is on your mind anyway. Just be careful how you do it.

3. **Don't continue to criticize someone for the same things. Don't be a NAG!!!.** People will not change because you keep picking on them. They will not only continue to do what is bothering you, but probably will become angry with you, also.

"IF YOU ALWAYS DO WHAT YOU'VE ALWAYS DONE, YOU'LL ALWAYS GET WHAT YOU'VE ALWAYS GOTTEN."

4. **Be sure you are criticizing to help, not just to solve your own problem.** Be sure you are not criticizing to get even for something a person did or said to you before.

5. **If someone criticizes you about a specific problem, decide if you agree or disagree with what the person is saying.** Remember, the criticism is only about one part of you, not about all of you. Try to focus on the one thing the other person is saying not the feeling that you are being attacked or that you are unloved. Remember also that it is only one person's point of view—you don't have to accept it.

ROADBLOCKS TO GOOD COMMUNICATION

Without knowing or meaning to, you might be doing things that stop people from understanding your messages. If what you say is taken negatively or misunderstood, here are some roadblocks that you could be putting in your own way.

1. **Being too opinionated.** There are many points of view other than your own. Let other people have and express their own views. You might even something or change your mind about something you were sure of.

2. **Being a gossip.** Don't repeat a story unless you know it's true. And if it is true but it makes someone look bad, don't repeat it. When you gossip, you only make yourself look bad. Get in the habit of only repeating positive things about others.

3. **Being a blamer.** Problems are not solved by saying "It's all your fault." Blaming others only puts them on the defensive. Then they will feel less willing to talk with you about problems that come up in your friendship.

4. **Being a poor listener.** When people are talking to you, they can tell if you're really listening. If they feel that you are not paying attention to them, they will probably stop trying to talk to you. If you don't listen, they might feel that what they have to say is just not important to you.

5. **Being a complainer, a whiner, or a nag.** If this is the way you communicate, people will probably run from you. No one wants to

listen to someone who constantly complains or nags. It's not fun to be around people like that. If you do act like that you may notice that people will begin to avoid you.

6. **Being a fact-giver.** If you always share facts instead of your feelings, people might begin to think that you don't have any feelings. They will probably know that you are not sharing yourself honestly.

7. **Sending double messages or hidden meanings.** Don't say one thing when you mean another. If you are sending one message with your words and another with your facial expressions,you may be confusing people. Say what you really mean. Be sure the receiver understands your message in the way that you meant it.

8. **Using too many words.** Don't use ten words or sentences to give a message when one is enough. You don't always have to explain yourself. Just get to the point. When you act like a "chatty Cathy" doll, people often stop listening before you get your message across.

9. **Being threatening, demanding or bossy.** Saying things like *"I'm warning you...,"* or *"If you don't do...,"* make people want to tune you out. No one likes to be bossed around. If you threaten or demand things from other people, you may very likely lose your friends.

10. **Lying, putting others down, or being sarcastic.** You don't like to share things with someone you know is a liar. You probably don't even like to be around a person like that. Neither do other people. Be honest and other people will probably be honest with you. Being sarcastic or using put-downs are not ways to be funny. They are hurtful and hostile ways of communicating and people will usually respond negatively to you.

11. **Stereotyping or name-calling.** Do you have an incorrect impression or belief about a certain group of people? If you do, you will expect them to act a certain way. This is not fair. For example, if you are a boy, do you think all girls are silly? If you are a girl, do you think all boys are rude? If you expect people to act a certain way, they will know this. You know what happens when you call people names or expect them to act a certain way. No one feels good--you or the other person.

12. **Reading people's minds.** Do you think you know what people are going to say before they finish talking? If you do, you are making up your mind before the other person has a chance to share his or

her views or ideas. Listen first and then check out what was said. Don't assume you know what other people are thinking.

13. **Expecting others to always act the same way.** Do you believe that because something happened once that it will continue to happen? People do change and act differently—even from day to day. Do you say things to others like *"You always say or do...."* or *"You never do...?"* If you do, you could be expecting trouble before you get it.

Think about these roadblocks to communication. Did you see yourself at times while you were reading them? Realizing some of the negative communication styles that you use in your conversations is the first step. The second step will be when you begin to change these habits. And there is no time like the present to start!!

LISTENING

People sometimes say "it went in one ear and out the other." That saying might refer to the way most people listen. Most of the time we hear the words that are being said, but because we do not know how to really listen, we don't always get the message. Not many people know how to listen, but listening is the most important communication skill that you have!

A good listener has 50% of the responsibility in any conversation. When you listen to someone, you are showing that you care. Listening to someone usually means that your body is facing the person who is talking and that you are looking at that person. Real listening means that you are not doing five other things at the same time. Active listening can make the other person feel valued, worthwhile, and even loved. When you listen to someone in this way, you will probably get the same respect back.

"You hafta listen to me with your eyes, Daddy. Not just your ears."

"Family Circus Cartoon Reprinted with permission from Bil Keane".

Listening can help the person work through a problem. By listening to someone talk and giving **feedback,** you might find yourself helping another person. But listening does not mean accepting other people's problems as your own.

LISTEN

When I ask you to listen to me
and you start giving advice,
you have not done what I asked.

When I ask you to listen to me
and you begin to tell me why I shouldn't feel that way,
you are trampling on my feelings.

When I ask you to listen to me
and you feel you have to do something to solve my problem,
you have failed me, strange as that may seem.

Listen! All I asked, was that you listen
not talk or do—just hear me.
Advice is cheap: 25 cents will get you both Dear Abby and Billy Graham in the same newspaper.
And I can do for myself, I'm not helpless
Maybe discouraged and faltering, but not helpless.

When you do something for me that I can and need to do for myself,
you contribute to my fear and weakness.

But when you accept as a simple fact that I do feel what I feel, no matter how irrational, then I can quit trying to convince you and can get about the business of understanding what's behind this irrational feeling. And when that's clear, the answers are obvious and I don't need advice.

Irrational feelings make sense when we understand what's behind them.

Perhaps that's why prayer works, sometimes, for some people because God is mute, and doesn't give advice or try to fix things. "God" just listens and lets you work it out for yourself.

So, please listen and just hear me. And, if you want to talk, wait a minute for your turn; and I'll listen to you.

- Anonymous

ACTIVE LISTENING

Active listeners have special skills. To be an active listener you:

1. **Let the speaker finish talking without interrupting.** If you have a question about what the speaker is saying, wait until he or she has finished. Often the speaker will answer your questions without your having to ask, if you don't interrupt! If you are

interrupting because you disagree with something that was said, it is still polite to wait until the person has finished talking.

2. **Invite the person to share by showing interest.** If you show honest interest, the person will usually feel more open about expressing feelings to you.

3. **Show that you understand what the speaker is saying.** A good listener lets the other person know that the message was understood. In your own words, repeat back what was said, but do not interpret the message into what you think you heard. Doing this is called **paraphrasing** or **parroting;** just like a parrot who learns to repeat what you say to it. Remember, listening means understanding the whole message, not just the words that were spoken.

4. **Check and re-check the meaning of the conversation.** Remember that words and expressions mean different things to different people. This is especially true if the other person is from another culture or speaks a language other than English. Don't look for hidden meanings or assume anything. If you have any doubt about what was said, ask the speaker to repeat the message or to explain whatever you did not understand. Don't walk away from a conversation with your own meaning. It might be wrong.

5. **Accept what people say without judging.** When people are open and honest or willing to share confidences, they don't want the listener to judge them or disapprove of them. They may just want someone to listen to them —nothing else.

> *LaVita tells her best friend Natasha that she cheated on a test and now she feels terrible because she knows it was wrong. Natasha says simply, "I guess you're feeling guilty and that's why you feel so bad. I'm glad you told me." LaVita feels a little better now because she finally told someone who didn't judge her. Imagine how she would have felt if Natasha had said, "That's terrible. How could you? You should be ashamed of yourself." Do you think Lavita will tell her anything personal again?*

Good listening is a skill that you can learn. Listening will allow you to get closer to almost everyone. Learning to listen is worth the effort.

WISE OWL

"Wise Old owl who lived in an oak
The more he heard the less he spoke
The less he spoke the more he heard
Why can't we all be like that bird?"

CONCLUSION

The key to having a healthier and more productive life is learning to communicate in a positive way. You will need to know how to communicate effectively in your classroom, at home, on the playground, on sports teams, in ballet or piano class—wherever you go. Saying exactly what you mean will help others to understand you. When you know that you are being understood, you will probably feel better about the way you communicate. And if you begin to really listen to what others have to say, you might notice that all of your relationships begin to improve.

STUDENT ACTIVITIES

1. Your Listening Habits

Answer these questions as honestly as you can. You might not have thought about some of these things before, so take your time and think about the questions before responding.

Positive Listening Habits

How often do you.....	Often	Sometimes	Seldom	Never
1. really try and figure out what the other person means?	____	____	____	____
2. let the other person know you understand by giving feedback about what was said?	____	____	____	____
3. ask the other person to tell you what you misunderstood?	____	____	____	____
4. show your interest through eye contact and body language?	____	____	____	____
5. ask questions to get more information?	____	____	____	____

Negative Listening Habits

How often do you.....	Often	Sometimes	Seldom	Never
1. not really listen because you are trying to think of what to say next?	____	____	____	____
2. think of yourself when someone				

is talking rather then about what the other person is saying?	____	____	____	____
3. give answers or comments that show the other person you are really not listening?	____	____	____	____
4. daydream when someone is talking and then realize you are not really listening?	____	____	____	____
5. criticize what is said before you are sure what was meant?	____	____	____	____
6. look for mistakes when the other person is talking?	____	____	____	____
7. do other things around the room while the person is talking?	____	____	____	____
8. misunderstand what the other person has said?	____	____	____	____
9. give responses that don't show respect for the other person?	____	____	____	____

(Adapted from *Family Connection: Keep Connected in a Time of Change*, Maureen Miller, Paulist Press).

2. Your Non-Verbal Communication Habits

1. Describe some nonverbal habits that you have.
2. Identify some nonverbal habits that you have that you want to change.
3. List some nonverbal habits that other people have that bother you.
4. List some nonverbal habits that other people have that you like.

REVIEW QUESTIONS

1. Explain the process of sending a message.
2. Why is it a good idea to develop positive communication skills now?
3. Describe some different styles of communicating.
4. What are some skills that a positive communicator has?
5. What is the difference between a positive message and a negative message?
6. Why is it important to check out messages that you hear?
7. What is feedback? Explain why it is important for good communication.
8. How can you criticize in a way that is helpful?
9. Name some roadblocks to positive communication.
10. What does a good listener do?
11. Why is listening one of your most important communication skills?
12. How can you be an active listener?
13. What does "hidden message" mean?
14. What does "double meaning" mean?
15. What does nonverbal communication mean?
16. How can you tell a friend you are angry without criticizing?

DISCUSSION QUESTIONS

1. Do you think you are a good communicator? Why or why not?
2. Can you name your style of communicating? What do you like or dislike about your style?
3. What do you do to make yourself a positive communicator?
4. Are you a good listener? Explain.
5. Do you accept other people's point of view without criticizing?
6. Can you listen to constructive criticism without feeling hurt?
7. Can you listen to people you dislike?
8. Do you know how to give helpful feedback?
9. Do you have stereotypes that prevent you from listening to other people?
10. How do you show that you are really listening?
11. Do you remember what you hear?
12. Are you aware of nonverbal messages?
13. Do you wait for the speaker to finish talking before you answer or respond?
14. Do you feel funny talking about your feelings?
15. Are you honest about what you want?
16. Do you talk more about facts or feelings?
17. Do you understand why it is good to talk about both facts and feelings?
18. How do you think other people feel about the way you communicate?

"Work It Out--Talk It Out"

Did you ever feel so hurt and so alone?
Did you ever feel like ev'rything is closing in on you?
Did you ever get so mad that there's a pain inside your heart?
Oh you want to feel much better there's so many ways to start?

Work it out talk it out.
Let someone know what's goin' on inside of you.
No matter how you feel or what you're going' through,
It's okay let's work it out let's talk it out.

Did you ever feel yellin' at a friend?
Did you ever feel like screaming out as loud as you can?
Did you ever feel like cryin' — want to run away and hide?
These feelings won't get better if you keep them all inside.

Work it out talk it out.
Let someone know what's goin' on inside of you.
No matter how you feel or what you're going through,
It's okay let's work it out let's talk it out.

No matter how you feel or what you're going through
It's okay let's work it out, let's talk it out.

Words by: Jeff Vilinsky

If you want a copy of the sheet music or video tape contact the Institute of Mental Health Initiatives, 4545 42nd Street, NW, Washington, DC 20016; (301) 364-7111 (IMHI also conducts anger management workshops for teachers, counselors or youth leaders.)

ANGER AND CONFLICT

Learning Ojectives

Study of this chapter should enable students to:

- Understand that anger and conflict are normal feelings and behaviors.
- Understand that people have different points of view.
- Explain what can happen when anger is held in.
- Identify ways to constructively handle anger.
- Explain the importance of dealing with conflict rather than avoiding it.
- Identify and explain some positive ways of dealing with conflict.
- **UNDERSTAND THAT INSULTING BEHAVIOR OR PHYSICAL VIOLENCE IS NEVER AN ACCEPTABLE WAY TO HANDLE CONFLICT.**

RETHINK SKILLS

These seven skills spell RETHINK. When you learn to rethink, you will have new control and power.

RECOGNIZE

- When you are feeling angry.
- What makes you angry.
- What makes your parents, teachers, friends siblings angry.
- When anger is a cover-up for other emotions....fear, stress, shame, etc.

EMPATHIZE

- Try to see things from the other person's point of view. What is he/she feeling, thinking, experiencing?
- Practice stepping back during an anger attack. Then try to be empathic by " stepping into the other person's shoes".
- Learn to use I-messages to express your feelings.

THINK

Often our anger comes from how we look at things. Some experts say that our thoughts actually create our angry feelings, that no one can make us angry.

- How we think about a situtation.
- How we interpret what someone says, and how we handle our frustrations and disappointments.
- What you can tell yourself to change the way you feel.
- About why you are angry and see if you can change your outlook.
- About how you can reframe or look at the situation differently so that you can find a constructive solution.

HEAR

- What the other person is saying and where he/she is coming from.
- By looking into the other person's eyes to show that you are listening.
- When someone is feeling hurt because he/she wants to be heard.
- By giving feedback that shows you are listening.

INTEGRATE

- Respect and love with what you say about your anger. (Ex. "I am angry with you, but I still want to be your friend.")
- So that anger does not destroy a friendship.
- By clearing the air so a better relationship can result.

NOTICE

- Your body's reaction as you get angry.
- How you can bring yourself under control and calm yourself.
- What works for you . (jogging, long walks, music, etc.)

KEEP

- Your attention on the present event.
- Yourself from bringing up old grudges and wounds.
- Your focus on the behavior that is causing the difficulty.
- Personalities out of it.
- Your eye on what triggers your anger.

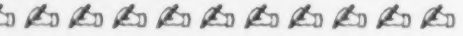
Adapted from RETHINK; Institute for Mental Health Initiatives; 4545 42nd Street, NW, Suite 311, Washington, DC 20016; (202) 364-7111

ANGER AND CONFLICT

Anger and conflict are probably the two main reasons why people have so much trouble getting along. Neither anger nor conflict are wrong, but very few of us have ever learned how to handle these feelings in healthy ways.

Anger is a very normal feeling, but what you do with it will influence how you feel about yourself. And, how you feel about yourself influences the way you deal with anger. These two things also affect the way people feel about and treat you. All of us have differences now and then. How you solve the problems that you are having with others will depend on your self-esteem. How you handle conflict will also depend on the skills that you have learned to help you disagree with people without hurting them or yourself. This chapter might teach you those skills. Once you have the skills and have practiced them, you might discover that you feel good about yourself. You could also find that you are getting along much better with most of the people in your life.

ANGER



Check the responses that you feel are correct about anger. I believe that anger:

___ is dangerous.	___ is scary.
___ is wrong.	___ makes me feel alive.
___ shows that I am weak.	___ should be expressed.
___ is a serious problem.	___ should be kept inside.
___ makes me feel confused	___ should be controlled.
___ will ruin my life	___ can be good.
___ happens when two people disagree.	___ causes fighting or violence.
___ is healthy.	

Before reading this book, you probably had some ideas about anger. You probably used many words to show or describe anger. You may have felt *mad, irritated, annoyed, enraged, or furious.* When we are angry: *We see red. We cannot see straight. We clench our fists. Our blood boils. Our nostrils quiver. We blow our stack. We stew, fume, smolder, flare up, explode, and boil over. We fly off the handle. We hit the ceiling and we raise the roof. We rave and rant.* It seems we feel anger all over our bodies in many different ways. It affects the way we think and feel at any moment.

Maybe you thought anger was good or bad or right or wrong. Anger can be all of these things. Actually, anger is a normal feeling. Everyone feels angry once in a while. Some people feel angry every day. Others get angry once or twice a

week. People show their anger in many ways. Sometimes people show it through sadness or depression. Some people might even try to hurt themselves or others when they are very angry. Anger can cover up other feelings. For example, if you are hurt, afraid, embarrassed or disappointed, you might really just be angry but not know how to show it.

MALES AND FEMALES: HOW EACH SEX DEALS WITH ANGER

Boys and girls are taught different things about anger. Boys often show hurt and fear by getting angry. They are taught that crying or showing fear is bad or only for girls, but that it's okay to get angry. Playing sports or doing regular physical exercise helps them reduce or get rid of their angry feelings.

Girls usually express their feelings more than boys, but they are taught not to show their feelings of anger. Girls are allowed to cry, but not when they are angry. And girls are not usually as involved in sports as boys are, so they do not always have a way to release their angry feelings. Many girls just don't know how to show anger because they never learned how.

KEEPING ANGER INSIDE

"Anger is one letter away from danger!"

Because anger is such a scary feeling, we are taught to keep it inside. And, we are not used to anger even when we feel it, so sometimes we think of anger as bad. Some people hold in their anger. This is called **repressed anger.** Some actually hold it in for so long that they finally explode, and then do bad things to themselves or to others. Girls might have temper tantrums, or cry a lot. Boys may do the same things, but are sometimes more physical when they get angry. They could get into fist fights or throw and break things.

RESULTS OF HOLDING IN YOUR ANGER

We all know people who are very angry, but don't want to admit their feelings. They just act weird by being mean, yelling a lot or withdrawing into a shell like a turtle. Maybe you are angry a lot too, but don't know how to express it. Keeping anger inside can have very bad results. When people become very angry and can't find a way to let it out, they can become physically or mentally sick. They may get headaches, ulcers, stomachaches, muscle tension, and many other physical problems. Adults can get high blood pressure, have heart attacks, and suffer from depression. Some people actually become mentally ill and try to hurt themselves or other people. Many times angry people don't seem to see life as it really is and become very difficult to be around.

How do you handle your anger? Look at this list of how you might react when you become angry and decide which explanations describe you.

1. **Pouting.** Instead of coming right out and being angry, you pout about the weather, your brother, your clothes, or anything, except what the real problem is. People know there is something bothering you, but they never find out what it is. Soon, people avoid you because you pout so much.

2. **Withdrawing.** You withdraw like a turtle pulling back into a shell. You keep everything inside and don't talk with anyone for a few days or a week until you feel a little better. No one knows how you are feeling. They don't know what you are feeling badly about because you don't share your feelings. Soon, people stop trying to find out what's wrong and leave you alone.

3. **Ignoring.** You ignore the person with whom you are angry, hoping the problem will go away. Or maybe you try to punish the person. Either way, you don't solve the problem. You hide from it.

4. **Blaming.** You blame something or someone else for your anger because the anger scares you or you just don't want to face it. You might feel safer because blaming another person takes care of your responsibility to face the problem.

5. **Coldness.** You act cold toward most people because you don't want to face why you are angry or you don't want them to know. You avoid being with other people.

6. **Lying or Cheating**. You might be so angry with a friend or sister or brother that you lie to get that person in trouble, or to make yourself look better. You may do these things to get your anger out—but end up only hurting yourself.

7. **Depression.** You might have no one to go to tell how you are feeling so you turn your angry feelings inside and become depressed. If you feel there is no solution to your anger, you might begin to feel hopeless.

If you hold in your anger and allow it to build up, you will eventually need to let it out and then you might "explode." Picture a snowball rolling down a hill. It starts out small, but by the time it gets to the bottom it has become a big ball of snow. Well, that's what can happen when you hold in your anger.

If you do not have a good way to express and work out your anger, you might start to behave in very negative ways. These actions could be anything from misbehaving, to trying to commit suicide, or murder. You might slam doors, cry a lot, throw temper tantrums, fight, break things, throw things, or hit people.

Finding a positive way to express your anger can help you feel better. It will also help you improve your relationships with other people. But expressing your anger is usually not enough. You must also look at the situations that make you angry. This can help you figure out why the same things or the same people keep making you angry again and again.

Maybe you use some of the ways talked about above to separate from friends you don't want to be around any more. When you are mad at someone and don't solve the problem, you don't have to be friends. Just giving up can be an easy way out of having to talk to the person or solving the problem. Then you never have to figure out what went wrong or admit that you had a part in the problem. Many times just talking to the person with whom you are angry can remove the bad feelings. Also, think about whether you use your anger as a way of keeping bad feelings alive.

For example:

Your friend Susan told another friend that you lied to her. You may decide that you do not want to be around her anymore because she talked about you behind your back. The real problems are: (1) Susan did talk about you behind your back and (2) Susan thinks you lied to her. If you want to remain friends with Susan then you need to share with her how her actions made you feel. If you did lie, then you need to accept responsibility for that lie.

It is not easy to solve either of these problems. It means that you and your friend must have an open and honest discussion with each other. This discussion might feel uncomfortable if you are not used to communicating in this way.

"I was angry with my friend:
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow."
— William Blake

Not talking about your anger is often what gets all the bad feelings going inside you. Sometimes the anger that you are feeling is really self-anger, or being angry with yourself. Stop and think about what you are really angry about. Sometimes people are angry for so long that they can't really remember how their bad feelings started.

Do you try to stop your angry feelings or act like they are not there? Are you afraid or uncomfortable with anger; yours or someone else's? Maybe you know someone who walks around angry all the time. Do you do this yourself? It's also possible to feel good one minute and angry the next. These are all signs that you are not expressing your anger in the best possible way.

Again, you can change the way you act by talking about your anger with someone you trust. Or, try to talk calmly to the person with whom you are angry. This way you won't be such a difficult person to be around because you are taking charge of your own feelings.

A GOOD THING ABOUT ANGER

Sometimes anger can give you energy to deal with a problem. Anger can make you want to stand up and fight for something for which you believe. Even though your anger might scare you, it usually is a sign that something is wrong. Anger is your whole system's (mind and body) way of telling you that: 1) something doesn't feel good inside you; 2) something is not going quite the way you expected it would; or 3) something is wrong with a relationship that you are having.

Any or all of these feelings are signals that you may not be dealing directly with the anger that you are feeling. Once you recognize these signals, you can begin to correct the situation.

RULES FOR HANDLING ANGER

Anger isn't always bad, but it is if you keep it inside or ignore what it is trying to tell you. The more you try to resist anger, the more difficult it will be for you to cope with your feelings. Here are some good guidelines to remember when you are feeling angry:

1. **It is never okay to hurt someone with whom you are angry, unless it is in self-defense.** You **NEVER, NEVER, NEVER** have the right to physically hurt another person, unless you are protecting your own life or the lives of your loved ones. It never solves the problem and almost always makes it worse. If you are so angry that you want to hit someone, wait until you have calmed down before you try to talk to that person.

2. **Do not damage your own or someone else's property just because you are feeling angry.** You never have the right to destroy or hurt — in any way — someone else's belongings.
3. **Do not embarrass others.** It usually only makes you look bad or silly when you embarrass another person.
4. **Do not threaten anyone with your words or your fists.** We used to say: "Sticks and stones may break my bones, but names will never harm me." If you have a good self-image, being called names might not hurt you so much because you know that they are probably untrue, but no one likes to be called names. It just doesn't feel good. And the name-caller is really the one who looks bad.

POSITIVE WAYS TO HANDLE YOUR ANGER

Here are some safe and honest ways to release your angry feelings. You might not have a choice about becoming angry, but you do have a choice about how to cope with your feelings once you are.

1. **Take a deep breath and count to ten.**
2. **Exercise.** Jog, play a sport, work out. Physical activity can help reduce angry feelings.
3. **Take a long, slow walk.** This can give you time to think and cool down before you act out or express your anger in negative ways.
4. **Cry.** Crying can sometimes allow you to let go of feelings of anger or sadness.
5. **Talk about it with a person you trust (a friend, parent, teacher, counselor, brother, or sister) who is a good listener.** Try to talk with someone who will react to you honestly, even if it means hearing that you may have acted improperly. Ask that person to listen and let you talk out why you are angry.
6. **Close your eyes, breathe deeply and let yourself feel angry until it slowly begins to fade away.**
7. **Close your eyes. Imagine the angry feelings and the person with whom you are angry in a scene that you create in your mind.**
8. **Write down your feelings honestly.** Write a letter to the person with whom you are angry, then either mail it or tear it up. If you decide you want to mail it, keep it for a few days and then read it again. If you still feel like mailing it, do it—knowing that the person who receives it may become angry with YOU! Sometimes just writing down your feelings is enough. Rereading the letter may also help you to understand more clearly why you are angry.
9. **If you are very angry, don't watch violent movies.** They may influence you and cause you to act in destructive ways. Some people have actually become violent themselves after watching violent movies.
10. **Find a private place to scream and yell.** Pick a place where you won't be disturbed and where no one can hear you. (If people heard you who didn't understand what you were doing, they might think you were weird or even a little crazy.)
11. **Go to your room and beat your pillow or use it to muffle your scream,** if you can't find a private place to go.
12. **Listen to relaxing music.** Scientists have proven that loud rock music can make a person feel more aggressive.

13. **Take a hot bath or a cold shower, whichever "cools " you down.**

14. **Work on any kind of puzzle or problem that needs solving.** This might take your mind off your anger until you feel calm enough to deal with it.

15. **DO ANYTHING THAT CALMS YOU DOWN!** Watch the sun set, the moon, sit by a river, a lake or the ocean. Do anything you can think of that helps you to release your angry feelings. Most of us have our own unique way of releasing anger.

After you have done something to calm yourself down and better understand why your feeling the way you are, make every effort to talk to the person with whom you are angry. Telling the person why you are angry will let you get your anger off your chest. If you are not sure how to do it or don't know which method described above would work best for you, read the list again and decide which suggestions you would like to try. Try different ways of releasing your anger until you find one or two methods that work. **AND DON"T BE AFRAID OR EMBARRASSED TO ASK FOR HELP IF YOU NEED IT.**

Remember, being angry is really not a problem. What you do when you are angry can be a big problem. Remember that acting as if you are not angry when you really are will only create bigger problems. Anger needs to be released in a constructive way when you feel it. There is nothing to gain and everything to lose when you express anger violently—**SO DON"T DO IT !**

PHYSICAL VIOLENCE IS NEVER AN ACCEPTABLE FORM OF ANGER!

Accept that you are angry.

Feel it, talk about it, then let it go. Be in control of your anger. Don't let it control you.

Read this list of things people sometimes do when they are angry. Which do you do?

___ Act nice, but feel furious inside.
___ Blame someone else for your anger.
___ Give anger another name, like sadness or fear.
___ Become very quiet and withdrawn.
___ Save it for later.
___ Hide it.
___ Cry.
___ Release it through exercise or other activities.
___ Deny that you feel angry.

THINKING ABOUT YOUR ANGER

Answer this questionnaire. It might help you become more aware of your thoughts and feelings about anger. Check if you agree or disagree.

Agree	Disagree	
___	___	A person should never feel angry.
___	___	I feel guilty when I get angry with someone.
___	___	I feel uncomfortable when someone yells at me.
___	___	People look ugly when they are angry.
___	___	It is unhealthy to feel angry.
___	___	I get quiet and withdrawn when I am angry.
___	___	If I admit that I'm angry, something bad will happen.
___	___	Children should never get angry at their parents.
___	___	Good friends never get angry with each other.
___	___	It's better if I keep my anger to myself.
___	___	My anger covers up something I'm scared or worried about.
___	___	Sometimes I cry when I'm mad.
___	___	Sometimes when I'm angry, I feel better when I yell.
___	___	It is unhealthy to feel angry.
___	___	I can freely express my anger.
___	___	How I express anger shows the world how I feel about me.
___	___	If I feel hurt, I want to hurt someone else.
___	___	If I act ugly, I'm feeling ugly inside.
___	___	When I am angry and withdraw, I don't want to face what I am really feeling.
___	___	When I call someone names, I see things in that person that I don't like in myself.

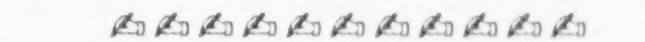
Reread the answers you checked again. Write a paragraph about how you feel about anger and explain how you behave when you're angry.

List five good ways to express your anger. Example: Write a letter to the person with whom you are angry. Reread it later and then decide whether you want to mail it or tear it up.

1. _____
2. _____
3. _____
4. _____
5. _____

CONFLICT

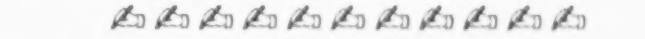
When we think about conflict, we generally think of conflict between two or more people. But all of us have occasionally found ourselves in conflict with our own values. We get upset over something that is troubling us and we don't know what to do about it. That is one form of conflict. Making decisions and resolving problems can be very difficult because there are so many things to think about before you can decide.



One problem that I have had recently is: _____.

The way that I solved it was: _____.

Another alternative might have been: _____.



PERSONAL CONFLICT

Using the following six steps can help you make more positive decisions and resolve conflicts. Try following it the next time you are having an inner conflict and see if it helps you.

1. **Identify and clarify the problem or situation**
   Should I go to the party even though I know some of the kids will be drinking?

2. **Explore alternatives through brainstorming**
   Well I really want to go to the party. Maybe I should tell my parents about it and then they could talk to the parents of the boy who is giving it. If they weren't going to have any drinking, then I could go! Or maybe I shouldn't say anything and just plan to do something else that night.

3. **Consider the consequences of each alternative**
   I don't want to lie to my parents, but if I go and my parents find out that there was drinking, I just know I'll get in trouble at home. What if someone called the police. I could even get arrested. If I tell my parents before and they call his parents, everyone will think I am a tattle-tale. Then my friends might not talk to me.

4. **Evaluate all the alternatives**
   I really need to think about all the consequences. Maybe I should talk to my best friend Joannie about it. She always has good ideas.

5. **Consider family and personal values**
   I know my parents would be disappointed if I went knowing there was going to be drinking. And they'd be real mad , if they found out that I

lied to them. Besides I don't really want to hang around people who are going to do things that are bad for me or harmful to others.

6. **Choose an alternative or solution**
   I think I'll see if Joanie will go to the movies with me that night. There's a movie that I've been wanting to see anyhow.

7. **Implement decision**
   I better call Joanie before she makes any other plans.

8. **Set a time for evaluation**
   I sure am glad that I didn't go to the party. All those kids at the party got in trouble. I know that I made the right decision.

When two or more people disagree and don't know how to solve their problem, that is also called a conflict . As you get to know yourself and the people around you better, you may discover that you have more disagreements. As you become more comfortable around other people, you will feel freer to show your feelings. You will want to share your own ideas, values, beliefs, wants, and needs more often when you are around those people. The "fight" often starts when people from different backgrounds begin to share their feelings about the 'right' way or the 'best" way to do things. Throughout your life you will meet people who have been raised in families with different religions, values, and beliefs. They might come from different parts of the US or another country. That is why it is so important for you to learn how to handle conflict now. It will always be around.

As with anger, the conflict itself is not usually what causes problems between two people. Most problems are caused by how people choose to handle conflict. Most of us have never learned to handle conflict in a positive way. People in your own environment might not handle disagreements well. Or, those around you could completely avoid dealing with conflict.

REACTING TO CONFLICT

Just as each of us responds to anger differently, we also respond to conflict in different ways. Some people act as if there are no conflicts in their lives because they have been taught not to make waves. Others are always fighting. Some people become very loud— screaming or shouting, and sometimes even become physically violent. Others simply sulk or withdraw and 'clam up' without speaking to anyone for days.

None of these are healthy or constructive ways to deal with conflict. If you behave in any of these ways, you might be holding back your feelings. Many people avoid expressing themselves because it makes them feel uncomfortable. Or, they are unsure of their feelings. If you are not willing or able to share your feelings, then there is little or no communication going on.

If you pull away from conflict, the problem is never solved. Then you might have a hard time ever feeling good again about the situations or people with whom

you are in conflict. Unsolved problems can spoil a relationship forever. Have you lost a friendship because you and the other person involved refused to work out the disagreement?

There are many positive ways for you to handle conflict. But before we talk about some ways to handle conflict, let's talk about the things that you might find yourself arguing about.

THINGS PEOPLE FIGHT ABOUT

Adults and children fight about many of the same things, but in different ways. And, sometimes adults argue about things you don't completely understand, like jobs, money, religion, and relationships. You may fight more about school, friends, or the possessions that you have. Start thinking about some of the things that you and your friends or sisters and brothers fight about. Think about the people with whom you fight the most. Begin to think about what starts your arguments and then how you deal with them.

You might fight over things like clothes, your bike, or who you think gets more attention at home or in school. You might be jealous of your brother or sister because you think they are treated better or have more than you. You might also fight about people calling you names or being unfair in games. Maybe you think your little sister is a tattle-tale and you can't do anything without her telling on you. Or, you get into fights with your best friend because he or she tells other people your secrets. Maybe you pout a lot because you think your parents or teachers are always telling you what to do and you don't want to do what they say.

When disagreements happen in your family, you will probably have to follow the rules that your parents have set up to solve the problems. Maybe you discuss problems during dinner, or after dinner in a family meeting. Whatever the ground rules, you need to find a way to participate when your family is trying to problem solve. If your family does not seem to have a very good way of solving problems, or if your house rules include physical or verbal abuse, you might have to get help from a relative, an adult friend of the family, a doctor, a counselor, a minister or rabbi, or even a teacher at school to help solve the problem.

When disagreements happen in school, you will have to follow the rules of your classroom to solve the problems. The teacher should be involved in problems that you and your classmates can't solve yourselves. If you are having a lot of disagreements and conflicts at school that the teacher is not able to help you with, talk with your parents about them. Your parents might be able to help you understand why things are handled the way they are. It is possible that something or someone other than you is creating the problem and the help of an adult is needed to clear up the situation.

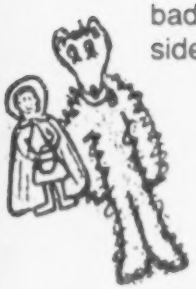
If the disagreements you are having seem to be mostly outside your home and school, for example with friends, there might be many reasons for the conflicts. Remember that your friends come from different parents and family backgrounds.

They will do things in ways that you are not used to. Your friends might practice different religions, come from different countries or different parts of the United States. Do not judge people as dumb or weird because they or their families are different. When you disagree with people's views because of the way they have been raised or their religion, it doesn't mean that you are right and they are wrong. You simply have different point of views.

DIFFERENT POINT OF VIEWS

Look at this picture. What do you see ? What would you say if someone else looking at this picture saw something different? Would you think they were wrong? Is it possible that they really do see something different? Is it possible for two or more people to see more than one thing when they look at the same picture? Your teacher will help you with this. Then you can talk about it in class. You'll be surprised how many different things your classmates will see.

This is the story of Little Red Riding Hood , but this time it is told by the "big, bad" wolf so you get a different point of view—the wolf's. Could there really be two sides of this story? You make up your mind after you've read the wolf's story!!!



"THE MALIGNED WOLF"

by Leif Fearn

Well to begin at the beginning, you see I'm really not the person you see here-I'm really a wolf; not any kind of special wolf, just a regular wolf who was, on that fateful day long ago, trying to be a good wolf.

The forest was my home. I lived in these woods and since it was my home, I cared about it. I tried to keep it neat and clean, safe; you know-all those good things about the balance of nature and all.

It happened one sunny day while I was going about my business in the forest (let's see, I was cleaning up some debris which a camper had left from the previous day) when I heard the sounds of footsteps. I leaped behind a tree and saw a rather plain little girl coming from the trail carrying a basket. Now since my job is to keep the forest safe and clean and neat, it is important that I know what's going on in the forest-to keep undesirables out, and to make sure that my home remains a fit place for me and all my friends to live. I was suspicious of this little girl right away because aside from the basket she was carrying, (which could hold all sorts of things), she was dressed funny-all in red and her head was covered so as to seem like she didn't want people to know who she was. So naturally, I stopped to check her out. I asked who she was, where she was going, where she had come from, why she was traveling, and whatever. She gave me some song and dance about going to her grandmother's house and that suspicious looking basket containing lunch. I didn't believe her at first, but as I listened further, she appeared to be a basically honest person, and harmless. But she was in my forest and she certainly looked suspicious with that strange getup of hers and I was worried that her prancing down the path looking like that might scare my friends and might even tempt a forest creature not as responsible and kind as I to teach her a lesson so she might learn how serious it is to prance (skipping I think she called [illegible] through the forest unannounced and dre[illegible] funny.

I let her go on her way, but ran ahead to her grandmother's house and when I saw the nice old woman, I explained my problem. Being a forest creature herself, seeing as she lived in a small clearing on the edge of the forest, she agreed that her granddaughter needed to learn a lesson, which obviously the girl's mother who was the grandmother's daughter, had failed to teach. The old woman agreed to stay out of sight until I called her. Actually, she hid under the bed.

When the girl came to the door, I invited her into the bedroom where I was in bed dressed like the grandmother. The girl came in all rosy cheeked and said something nasty about my big ears (which she had no business doing since I can't do anything about my ears anymore than you can). Anyway, I've been insulted before so I took the hurt and made the best of it by suggesting that my big ears would help me hear better. Now I thought that was a neat thing to say in response to her insult because I thought it meant that I liked her and wanted to pay close attention to what she was saying. But what does she do? She makes another insulting crack about my bulging eyes. Imagine! Here's a little girl who thought she was talking to her beloved grandmother and she makes two insulting cracks in a row. And after I tried to be nice when she insulted me the first time. Now you see how I was beginning to feel about this girl who had put on such a nice front, but apparently was a very nasty person. I was actually most concerned about the feelings of the grandmother who could hear all of these insults from under that very bed. But I've made it a policy to turn the other cheek so I told her that my big eyes helped me to see her better. Wouldn't you think that she

would get the message that I'm not going to play her nasty put-down game? Not her!

My plan had been to talk with her for awhile and then carefully remove the grandmother clothing to show the girl that she simply must be more careful and alert. But her next insult got to me. I've got this problem with my teeth. My parents were poor wolves and never had the money to have good dentistry done on me so I've got kind of prominent teeth. And that little wench made an insulting crack about my large teeth. Okay, I've tried to be nice all along, but I'm sensitive about my large teeth. And her insult about my large teeth made me very angry. I know that I should have had better control, but that's water under the bridge, as they say. Anyway, I leaped up from that insult and angrily growled that my teeth would help me to eat her better.

Now let's face—no wolf could ever eat a little girl—everyone knows that and besides, you know me well enough by now to know that I'd never hurt anything. It's just that I got very angry all of a sudden.

But that crazy little girl lost all touch with reality. She started running around screaming—me chasing her to calm her down—(I'd already taken off the grandmother clothes, but that only seemed to make it worse). The grandmother, incidentally, never came out to help. All of a sudden the door came crashing down—some lumberjack destroyed the door with his axe as though there was a four alarm fire. I looked at him—and then at that hysterical girl—and all of a sudden it came clear what I was into. The lumberjack thought I was attacking the girl. Well, I could understand his violent intentions then so I turned to him to explain and just then he swung his axe, splitting me open right across the middle. The blow was so hard that I flew across the room and landed on the other side of the bed. About that time the grandmother finally got some wits about herself and she came out from under the bed. I lay there thinking that I ought not make any sudden moves because there was that axe still in the lumberjack's hand, so I just lay still and they left the house, thinking I was dying. The grandmother never did tell them what was going on there. I've had a hard time forgiving her for that.

But I didn't die, although I was pretty sick for a long time. And now people all seem to think that I'm a mean, nasty guy. I've had to change my appearance and my job. I'd much rather be a wolf and return to my forest, but I can't take that chance as long as there are so many people who think I am dangerous. Why even little children in school are taught that I'm mean and nasty. I've lost everything and just because I was trying to help, trying to keep my forest safe for everyone—even that little girl.

Well, now you know my story and I feel better already for telling you. It does seem to be better when I'm not carrying all that stuff around by myself. Thank you for listening.

Fearn, Leaf. "The Maligned Wolf", *Individual Development: Creativity*, Education Improvement Associates, San Diego, California, 1974.

Can you see now that there are always at least two points of view? Does the picture or the story about Little Red Riding Hood and the wolf help you to better understand that there is always more than one way to look at a situation? That may be why some conflicts or disagreements can never be worked out—no matter how hard people try. Sometimes people just cannot give up their point of view because they truly believe that they are right. They just cannot see the other person's viewpoint. Unfortunately, unresolved disagreements usually leave you feeling confused and uncomfortable. When this happens to you, it is important for you to understand and respect that you, your friends, and others are different. We each have the right to be different and to have our own point of view—as long as it does not harm anyone else.

RULES FOR HANDLING CONFLICT

Here are some things to remember when you are having a conflict and trying to solve the problem. Some of these suggestions are similar to the ones you read about in the section on anger, but they are so important and can work so well that they are being repeated.

1. **DON'T FIGHT TO WIN—no ones wins when you do.** Remember you are fighting to solve the problem—not to win. Be willing to negotiate or give in when necessary. When one person wins that means the other loses—and then no one really wins. If you want to stay friends with the person with whom you are having the disagreement, both of you must win. You must both feel okay about the results or both of you will lose. Sometimes you might not be perfectly happy with the solution. Sometimes you have to be happy resolving 50% of the problem. This is called a ***COMPROMISE.***

WIN + WIN = TWO WINNERS

WIN + LOSE = TWO LOSERS

For example:

Suppose you are angry with your friend Jody because she won't go to the movies with you . You want to see a horror movie, but she doesn't because she always gets scared . You can stay mad and either go alone or not go at all, or you can find a movie that both of you want to see. If you stand firm, will you really win? If you do win and she reluctantly agrees, but complains during and after the movie, have you really won? Or if she goes, but ends the evening feeling uncomfortable because she did something that she really didn't want to do and then doesn't talk to you for the next three days, have either of you won?

Or,

You overheard your friend Johnny talking behind your back. What he is telling your other friends is actually true about you, however, you still don't like the way he discussed your problems in front of other people. You're both mad, but neither of you will win this way. A compromise for this situation might be to ask your friend to discuss the things that bother him about you only when the two of you are alone. He might not see anything wrong with discussing problems in front of a group of people as long as what he is

saying is true. But if he really likes you and wants to stay your friend, he will compromise and agree to talk to you alone when something is bothering him.

2. **Be sure that you understand exactly what the problem is.** Teasing or making fun of yourself or another person when you are not sure of what the problem really is will only make the situation worse. If you are not sure why you are having a conflict, tell your friend, "I don't like you very much right now and I'm not sure why." Or "I'm mad at you and I don't really know why." Then maybe you can figure it out together, or you can go somewhere by yourself to think.

   For example:

   As you grow older some of your feelings or values may change. You might notice that you are beginning to outgrow some of your friends and no longer feel comfortable with them. This sometimes happens to young people without their understanding why their feelings have changed. Instead of facing that you have changed, you might become angry with your old friends for no reason and not really know why. Face what is really happening.

3. **Take care of a problem when it comes up.** Don't let it get too big to handle. Even if the problem seems small, if you don't deal with it at the time it happens,the problem will only get bigger. Think about a snowball rolling down a hill. When it starts out at the top it is only a small ball of snow, but by the time it reaches the bottom of the hill it's a very large snowball. The same thing happens when you have a disagreement that you do not resolve. The problem gets so big that you can no longer find a solution.

I know it will go away if I just don't talk about it!
It's just a small problem. I'll just ignore it!
OH NO! Why didn't I take care of it when it was just a small problem

4. **Talk about only one conflict at a time.** Don't bring up all the old problems that have happened in the past. Stick to the problem that you are having at the moment. Talking about the past won't help resolve the conflict that you are having now. It will only make things worse. because it will confuse the other person and then you take the risk that they will turn off and tune out completely.

   For example:

   If you are having a fight with your brother because he borrowed your new sweater without asking your permission, then talking about how angry you were about what he said at dinner last night at the same time will not help to solve the problem about the sweater. He will become confused about what you are really trying to discuss and probably become angry with you. Then nothing will be resolved. Discuss one problem at a time.

5. **Don't blame others for problems you are having with someone else.** If you are mad at your brother, don't yell at your best friend. If you are mad at your best friend, don't yell at your brother. Not only will you not solve the problem, but you'll probably lose friends along the way. Directly tell each person what is bothering you. If you find yourself taking it out on the wrong person try and explain to them how you are feeling and why you reacted that way.

   For example:

   Suppose when you come home from school you are in a bad mood because you got in trouble.for not finishing your homework. When your brother asks you to play, you yell at him and tell him to leave you alone. Instead of taking it out on him, you might explain to him that you have had a bad day and need some time to be by yourself. Then he will realize that you are not angry with him, but that something else happened to you that was not his fault. Yelling or picking fights with people who have nothing to do with your real problem only pushes those people away from you.

6. **Think before you speak.** If you say mean things to your friends or speak sarcastically to them even though you are just teasing, you are really hurting them. You can lose friends whom you value by doing this. If you have something constructive to say, be sure that you say it in a way that will be helpful and not harmful.

   For example:

   If you have a good friend who is overweight, think before you make any comment about his weight problem. Has he brought the topic up with you before? Is he open to your ideas on other topics? Maybe he is not ready to talk with anyone about his weight yet. It would be even worse to bring up the topic in front of other people. Talking about changes you think your friends need to make can be very touchy. If you do decide to discuss a topic you know is sensitive with a friend or family member, be careful. Never say anything to a person that you would not want said to you. Remember once you say it, you cannot take it back.

7. **NEVER STRIKE OR HURT ANOTHER PERSON TO GET YOUR WAY. Physical violence or abuse (hitting, punching, kicking or slapping) is NEVER, NEVER acceptable behavior.**

   If you begin solving your problems with violence, you might find that it is a habit that is hard to break. You **NEVER** have the right to physically hurt other people unless it is in self-defense!

   For example:

   If you hit your sister every time she threatens to tell on you, you are physically abusing her. Many things can happen from this, all of them bad. She might become afraid of you, or she may begin hitting you back. Or, you might begin to think that hitting is the way to solve problems with other people, especially those who are younger or smaller. This is not true.

   It is NEVER, NEVER, NEVER acceptable behavior!

8. **Try writing down your feelings**. If the person you are having the conflict with will not discuss the problem or you are not comfortable enough to talk with him or her about it, write a letter. You can decide later whether you want to mail it. Even though you aren't able to talk it over with the other person, you will understand more about how you

feel when you have read your words over again. You can resolve the problem inside yourself without ever having to talk with the other person, but it is always best to try first.

For example:

Suppose you and your friend had a big fight. Both of you said cruel things that you did not really mean. You are willing to talk things over, but your friend is not. It's a good idea to sit down and write her a letter, explaining how you feel. Read it later and decide if you want to send it, keep it, or tear it up and throw it away. After you have done this you might be ready to move on, think about other things or make a new friend.

9. **Listen to what the other person has to say.** It is hard to judge a situation or make a decision about a problem if you haven't heard the other person's side of the story. Even if you feel you are right, it isn't fair to push what you think happened onto another person. Each person involved has his or her own point of view and should have the chance to express it.

   For example:

   Suppose you have made arrangements to meet your friend at the shopping mall at 5:00. It is 6:30 and he is still not there, so you leave. That night or the next morning, he calls to explain what happened and you won't speak to him. He could have a perfectly good reason why he didn't meet you, but you will never know this unless you agree to listen to his side of the story.

10. **When the fight is over, drop it."Forgive and Forget."** Don't keep bringing up the fight or hold on to your anger once an argument is over, even if it has not been resolved the way you would have liked.

    "To err is human,
    To forgive is divine."

    For example:

    Suppose someone you thought was a good friend did something to you that wasn't very nice. Even though he has tried to apologize, you refuse to talk to him. In reality you really like this person very much. You miss him and would like to do things with him again. You are only hurting yourself by holding onto the anger and refusing to accept his apology.

CONCLUSION

If you follow the rules on handling anger and conflict and remember the other things you read about in the chapter on communication, you should be on your way to coping with angry feelings and solving problems in a healthy, positive way. Conflict will happen and you will get angry occasionally. People have different ways of thinking, feeling, and behaving. Always remember that your point of view belongs to you and you're entitled to it. But do not expect other people to have the same point of view, even if you believe that you are right. They're entitled to their beliefs, too.

The important thing is that you get to know yourself and understand how you handle anger and disagreements. Then you can begin to change some of your bad habits and pat yourself on the back for your good ones. Remember that anger is the mind's and often the body's way of telling you something is wrong. It alerts you that something is going on that just doesn't feel right. There is nothing wrong with having angry feelings, but when you let them get the best of you, there is. If you carry anger around too long, it can make you feel terrible both physically and mentally. Learn to handle your anger when you feel it. Then, your angry feelings will not become so strong that the only way you can handle them is to strike out verbally or physically at someone or to become self-destructive.

You now know that there are positive ways to deal with conflict. You might even discover that conflict can be a learning experience, if you allow yourself to learn from those times when conflict turns to "battle." If you face the conflict head on, you will learn more about yourself, as well as learn more about the other person's point of view. And that's very important if you want to maintain friendships or relationships. If you learn how to handle conflict now, you will also be able to help others who do not know how to handle disagreements when they arise.

WHEN YOU ARE IN CONTROL OF ALL YOUR EMOTIONS, BOTH GOOD AND BAD, YOU ARE IN CONTROL OF YOUR LIFE. WHEN THIS HAPPENS YOUR TEENAGE YEARS AND YOUR ADULT LIFE WILL BE MUCH HAPPIER FOR YOU AND FOR THOSE AROUND YOU.

REVIEW QUESTIONS

1. There will always be conflict. Why?
2. What are some of the things adults fight about?
3. What are some of the things children fight about?
4. What are some of the things to remember when you are having a disagreement?
5. Is it okay to hit someone when you are having a fight?
6. Explain what is meant by repressed anger.
7. Explain what can happen when you are angry with one person, but take it out on another.
8. Explain some of the ways you can become physically ill by not expressing your anger.
9. Describe some ways people might act, if they don't talk about their anger.
10. Give some of reasons why people might not want to show their anger.
11. Explain some good things about anger.
12. Share some safe ways to handle anger.

DISCUSSION QUESTIONS

1. Do you think it is healthy to fight?
2. How do you handle conflict?
3. What do you do when you are mad at someone?
4. Describe some good things you do when you are involved in a conflict.
5. How can you change some of the bad things you do when you are involved in a conflict?
6. What are some of the ways your family solves problems?
7. How do you make up with someone after a fight?
8. What are some of the things that you find yourself fighting about again and again?
9. Discuss how holding a grudge can hurt you and keep you feeling angry?

IT'S NOT EASY

TO APOLOGIZE
TO BEGIN OVER
TO ADMIT ERROR
TO KEEP TRYING
TO TAKE ADVICE
TO BE UNSELFISH
TO BE CHARITABLE
TO FACE A SNEER
TO AVOID MISTAKES
TO BE CONSIDERATE
TO ENDURE SUCCESS
TO PROFIT BY MISTAKES
TO KEEP OUT OF A RUT
TO FORGIVE AND FORGET
TO THINK AND THEN ACT
TO MAKE THE BEST OF LITTLE
TO SUBDUE AN UNRULY TEMPER
TO RECOGNIZE THE SILVER LINING
TO SHOULDER A DESERVED BLAME

BUT IT ALWAYS PAYS!"

CONCLUSION

CONGRATULATIONS!

You are now on your way to becoming a happier, wiser, more tolerant, and more loving young person. You certainly have discovered how unique and wonderful you are. By now you are probably seeing some positive changes in your life and you are finding that others are beginning to respond to you differently. We hope that by reading this book or participating in this program, you have learned some new ways to handle your life and all that comes your way. If you have allowed yourself to be open to trying new ways of living your life, then you have learned:

1) to communicate more openly and honestly.

2) to treat others who are different with respect and dignity, as you would want them to treat you.

3) to express your anger appropriately and constructively.

4) that winning is not the most important thing but living in peace and harmony with others is.

5) that people who have different ideas and beliefs aren't really mean, wrong, or your enemy. They just have different view points.

6) that moms and dads are human too and though they almost always mean well, it doesn't always seem that way.

7) that things don't always work out the way you want and that life is just not always going to be fair.

8) that what you give is usually what you get.

9) that there are ways of building yourself up when you feel down.

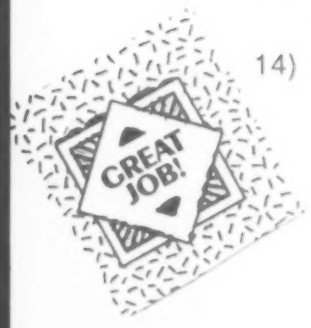
10) that putting unhealthy things into your body is bad for you.

11) that getting drunk or high will not solve problems, but creates them or makes them worse.

12) that violence or physical abuse is never the right way to solve problems, but always makes them worse.

13) that no one has the right to hurt someone mentally or physically unless it is in self-defense.

14) that you cannot change others, but you can always change **yourself.**



15) that you and only you are responsibile for your thoughts, feelings and behaviors.

16) That you are the most special person on this earth!!!!

What an exciting challenge you have ahead. Live the best life you can!! We know that you will.

With Love,

Pat + Linda

"I BELIEVE THAT LOVE MAKES A DIFFERENCE IN THE WORLD...

AND I BELIEVE THAT LOVE BEGINS WITH ME."

TIME IS PRECIOUS

IF THERE'S A DEED YOU'VE LEFT UNDONE
BEFORE THE SETTING OF THE SUN—
DO IT NOW!
IF THERE ARE WORDS YOU DIDN'T SPEAK
TO SOOTHE A HURT OF BOOST THE WEAK
DO IT NOW!
IF YOU CAN MAKE A SICK FRIEND WELL,
OR JUST A HAPPY STORY TELL—
DO IT NOW!
TIME IS PRECIOUS EVERY DAY—
MAKE IT COUNT IN A SELFLESS WAY.

—CATHERINE JANSSEN IRWIN

LAWS OF SUCCESS

The greatest sin . . . ***Gossip.***

The greatest crippler . . . ***Fear.***

The greatest mistake . . . ***Giving up.***

The most satisfying experience . . . ***Doing your duty first.***

The best action . . . ***Keep the mind clear and the judgement good.***

The greatest blessing . . . ***Good health.***

The biggest fool . . . ***The man who lies to himself.***

The greatest gamble . . . ***Substituting hope for facts.***

The most certain thing in life . . . ***Change.***

The greatest joy . . . ***Being needed.***

The cleverest man . . . ***The one who does what he thinks is right.***

The most potent force . . . ***Positive thinking.***

The greatest opportunity . . . ***The next one.***

The greatest victory . . . ***Victory over itself.***

The greatest handicap . . . ***Egotism.***

The most expensive indulgence . . . ***Hate.***

The most dangerous man . . . ***The liar.***

The most ridiculous trait . . . ***False pride.***

The greatest loss . . . ***Loss of self-confidence.***

The greatest need . . . ***Common sense.***

By Jack Yianitsas

GLOSSARY

1. **Abuse** — verb — to treat badly, to mistreat; noun- mistreatment. *She **abused** her friend by calling her names. When the father got drunk his **abuse** was frightening.'*

2. **Adopt** — to take legally into one's family and raise as one's own child. They decided to ***adopt*** a baby." *When Alex was 16, his parent's told him that he and his brother were **adopted**."*

3. **Affirmations** — positive statements spoken or written to build self-esteem. *The **affirmations** she said each morning helped her feel better."*

4. **Ambition** — to try to reach a goal or to want to do well. *Susan's **ambition** was to become a doctor."*

5. **Anger/Angry** — a feeling; being mad or very upset. *Alex was **angry** when one of his classmates hit him."*

6. **Anxiety** — feeling uneasy or worried about what might happen. *When his parents told him they were getting a divorce, Stephen felt a lot of **anxiety** about his future."*

7. **Bigot** — a narrow-minded person who is intolerant of other people's beliefs or values. *People who don't like people because of the color of their skin are **bigots**."*

8. **Blamer** — A style of communication used by a person who always blames others for his or her mistakes or problems. *When John's teacher asked him why he never completed his homework, John said it was all his brother's fault. John is a **blamer**."*

9. **Communication process** — the way people send and receive messages. *When we share problems with friends and ask for their advice, we are using the **communication** process to get our message across."*

10. **Compete** — to try to win over someone else. *The girls were competing with the boys in a game of volleyball. Tawanda and Valerie **competed** for the new boy's attention."*

11. **Compromise** — when working out a problem, each person gives in a little so neither one loses. *Cathy wanted to go at 6:00, but I wanted to leave at 7:00, so we **compromised** and left at 6:30."*

12. **Computer** — a communication style that describes a person who is very calm, cool and logical when discussing something *Even when Stephen got upset, he always responded calmly like a **computer**."*

13 **Conflict** — a fight, clash or disagreement between two or more people. *Elaine and her mother had many **conflicts** over what time she should go to bed."*

14. **Constructive** — positive, leading to improvement. ***Constructive** criticism can help others grow and understand themselves better."*

15. **Denial** — saying NO or refusing to admit something. *Allan **denied** that he had been smoking pot."*

16. **Depression** — low spirits or great sadness that lasts a long time and brings a person down. *She was in a deep **depression** because her favorite uncle died."*

17. **Destructive** — negative, harmful, not helpful. *When young people get depressed, they sometimes do **destructive** things to themselves."*

18. **Disagreement** — when two or more people do not agree about something. *John and his brother had a **disagreement** about who would ride the bike first."*

19. **Discriminate** — to act or speak against a person or a group of people because of race, sex, or handicap. *Some people **discriminate** against blacks or Jews.*
Discrimination — the act of speaking against a person or group. *There is still a lot of **discrimination** in this country.*

20. **Double meaning** — when a message or word has more than one meaning. For example: *The word bare could mean wearing no clothes or empty. When the doctor examined the man, he was **bare**. The room was **bare**."*

21. **Distractor** — a communication style that describes a person who acts and speaks in a frantic, disorganized manner when having a discussion. *She communicated like a **distractor** because she kept pacing up and down the room and looking all around when she was talking to her friend*

22. **Ego** — the self; the individual's awareness of self. *Everyone thought she had a big **ego** because she was so conceited."*

23. **Emotion** — strong feeling or specific feelings like love or anger. *When I saw my friend again after two years, I was filled with many different **emotions**."*

24. **Empathy** — noun; the ability to identify with and understand another person's feeling. *She showed a lot of **empathy** when she talked to the boy."*
Empathize — verb; to be able to identify with and understand another person's feeling. *I **empathized** with her because I had the same problem last week.*

25. **Embarrassed** — feeling self-conscious. *He was **embarrassed** when his teacher called on him and he did not know the answer."*

26. **Environment** — all the surrounding people, places, and things that influence a person's life. *The **environment** he grew up in was very happy."*

27. **Envy/Envious** — desire for something that someone else has. *When Susan saw Alice's new coat, she was **envious**."*

28. **Experiences** — things that happen or feelings that we go through. *My sister and I have had many of the same **experiences**."*

29. **Fear, or being afraid** — a feeling of anxiety caused by any thought of or actual danger. *Sometimes people let their **fear** stop them from sharing their feelings."*

30. **Feedback** — a response given to a message. *After Alice gave her speech, the class gave her positive **feedback** about her performance."*

31. **Frustration** — a feeling of helplessness usually caused by not getting what you want, not being able to do something, or feeling powerless. *I was **frustrated** when my parents told me I had to be home at 10:00 instead of 11:00."*

32. **Goal** — something a person wants to work towards. *My **goal** for this month is to get more exercise."*

33. **Greed, or greedy** — wanting or taking more than one needs usually without regard for others. *He was **greedy** because he ate all the food without sharing any with the others."*

34. **Hostile** — very unfriendly. *He had no friends because he was a very **hostile** person."*

35. **Intolerant** — not willing to listen to or respect other peoples' opinions, beliefs, or ideas. *When I tried to suggest other ways to solve our problem, my friend was **intolerant** of my ideas."*

36. **Judge**-verb; judgemental-adjective — to criticize or condemn. You do not have the right to judge people . *Linda was very **judgemental** about the girl because of her religion."*

37. **Leveler** — a communication style of a person who communicates openly, honestly, kindly and respectfully. *A person who talks clearly and warmly is a **leveler**."*

38. **Lonely** — alone or isolated. *Joan was very **lonely**."*
Loneliness — unhappy at being alone. *Mary had strong feelings of **loneliness** when her best friend moved away."*

39. **Message** — information that is given from the sender to the receiver in the communication process. *John sent a short **message** to Susan that he wanted to see her."*

40. **Mixed message** — when a person says or does one thing and then says or does something else at the same time. *Ellen sent me a **mixed message** when she said she was sorry, but laughed and rolled her eyes at the same time. I didn't believe that she was really sorry."*

41. **Nonverbal communicatio**n- communication without spoken or written words (except sign language). *She used **nonverbal communication** when she smiled and winked at the man."*

42. **Obstacles** — things or feelings that stand in the way of progress or being happy. *Jennifer feels that the brace she wears on her leg is an **obstacle**."*

43. **Paraphrase** — Repeating something someone said in your own way. *Howard got the third answer wrong on the test because he **paraphrased** what the teacher said and left out one important part."*

44. **Parroting** — repeating something exactly as it was said. *John **parroted** back the words exactly as he heard them."*

45. **Perfectionist** — a person who tries to do everything perfectly. *George is a **perfectionist**, and he is always frustrated."*

46. **Personality** — the different parts of people that make them individuals. *Her **personality** is very different from mine."*

47. **Placator** — a communication style used by a person who likes to keep the peace even at the expense of his or her own feelings. *Joey was a **placator** because when others expressed their opinions, he agreed even when he really didn't feel that way."*

48. **Prejudice** — a judgement made before all the facts are known; intolerance or hatred of other races or religions. *Beth is **prejudiced** toward people from Russia."*

49. **Rage** — uncontrolled anger. *He was in such a **rage** that he threw the glass and broke it.."*

50. **Receiver** — the person(s) to whom a message is sent. *Susan got John's letter yesterday. She is the **receiver** of John's message."*

51. **Repress** — to keep down or hold back. *Many people **repress** their feelings."*

52. **Responsibility** — a thing for which someone is responsible. *She had the **responsibility** of locking all the doors."*

53. **Risk** — to take a chance. *I took a **risk** and found out that I could really succeed."*

54. **Self-centered** — selfish; only concerned with the self. *People do not enjoy Gary's company because he is very **self-centered.***

55. **Self-concept or self image** — how people see themselves. *Joyce's **self-concept** is good because she sees herself as a smart, happy, and lovable person."*

56. **Self-control** — the ability to control actions and feelings. *She wanted to hit her sister, but she kept her **self-control."***

57. **Self-destructive** — the act of hurting oneself. *Teddy was very **self-destructive** when he started taking drugs."*

58. **Self-Esteem** — how people regard or value themselves. *Alison always projected a positive image because of her **self-esteem**."*

59. **Self-worth** — how much people value themselves. *It is good for a person to have high **self-worth**.*

60. **Sender** — the person who sends the message. *John mailed the letter to Susan. He is the **sender** of the message."*

61. **Shared meaning** — when one word or idea has the same meaning to two or more people. Be sure the words that you use have a ***shared meaning*** to the person who is receiving your message. For example: *The word holiday means a celebration or a day off to an American, but to most Europeans, it means a trip or vacation."*

62. **Sibling** — a brother or a sister. *I have three **siblings**: two sisters and one brother."*

63. **Stress** — mental or physical tension caused by internal (the self) or external (another person or situation) reasons. *Julie was upset because there seemed to be too much **stress** in her life."*

64. **Suicide** — to kill oneself. *He did not know what to say or do when he found out his brother had tried to commit **suicide**."*

65. **Tolerant** — being accepting of other peoples' opinions, beliefs, and ideas. *Greg was very **tolerant** of people with different opinions."*

66. **Value** — to think highly of; respect. *I **value** our friendship."*

67. **Values** — the ideals and goals taught by families and society. *People raised in different countries often have different **values**."*

68. **Verbal communication** — communication that includes written or spoken words or sign language. *When you talk to someone or write a letter, you are using **verbal communication**."*

69. **Viewpoint/point of view** — opinion, or attitude. *People raised in the city have different **viewpoints** from those of people raised in the country."*

70. **Violence** — rough or harmful action or treatment. *Many people feel that there is too much **violence** on TV today.*

TEACHER ACTIVITIES, EXERCISES, AND RESOURCES

Your challenge as teachers is to use this program to help young people develop into productive adults, and to help change certain behaviors, especially those that are destructive to themselves or others. Studies have proven that children learn best by experience. Words alone are generally not enough to change attitudes and certainly not behavior. We also believe that the more young people can put themselves into roles that are productive, safe and rewarding the more they will choose to emulate them. We know that is sometimes difficult for teachers to give up their their roles as "teachers" but we want to encourage you to become facilitators so that you are able to let your students do as much by themselves, as possible. Show them, do it for them once so they get the hang of it, but then let go and let them try it their way.

The following pages include a series of experiential activities that were designed or adapted to allow students the opportunity to fully experience many of the issues covered within the text. This section contains the most important learning tools that you will be able to use to guide students toward making appropriate decisions now and later in their adult lives. We also encourage you to use additional exercises that you have used before and found effective.

Some school systems have regulations or restrictions about experiential learning or role playing, if that is your case, then find other ways to help students "get" the message. If you are using this material and are not in a school setting, then the application or implementation may be different, but there should be enough material here that you can adapt to your need or environment.

Many of the activities selected have been adapted from already tried and tested ones and have been selected with great forethought. The individual exercises can be used at different times and in different ways and can be used repeatedly. They are not necessarily in any specific order because only you will be able to decide when, how and if they should be used at any one time. Some of the factors that you will use to make the decision whether to use an exercise are: 1*) Are your students mature enough to handle and understand the activity? 2) Are they comfortable enough with one another?, 3) Do they trust one another? 4) Are you comfortable enough to conduct it?* If you are not comfortable using some of the exercises, then find others, but don't ask students to do something that you would not be willing to do yourself. Some of the exercises are simple and some are complex and you may not choose to use some of them until you feel at ease with them. But you won't know how you will do until you try, so we urge you to just jump in and do them. You may tell your students that you are trying a new exercise and you don't know how it will turn out, but you hope that they will be as willing as you are to take that risk. You should explain to them also that experiential learning is one of the most effective ways to learn and it can be a lot of fun too.

There are a number of techniques and strategies that you can use to implement many of the activities. These techniques can be used with almost any topic or issue, so you can even use the same ones everyday and they will seem like different exercises. Here are some of them and they

classmates. This strategy encourages them to think, to be creative, to be responsible, and industrious because they must personally find ways to gather material.

INCOMPLETE SENTENCES/FINISH THE SENTENCE

This is a technique where students finish a sentence that you start. For example *"Today I learned..." "Right now I am feeling...."* This activity helps young people look at and explore feelings and behaviors that they may not have considered or thought about before. You can use this randomly, or spontaneously when you want students to focus on any one thing.

GUIDED IMAGERY/FANTASY

This exercise helps students learn to relax, improve their visual imaginations and most importantly to get in touch with their own feelings and emotions. It can have a very powerful impact on students and some more than others. Some students will have trouble visualizing and some will report having seen dramatic images and strong feelings as a result of this activity. The process begins with your instructing students to get comfortable, uncross their arms and legs, put every thing away and close their eyes. You will then proceed to "guide " or "lead " them through an imaginary experience that can be based on real or actual happenings or events. Be sure that you speak very slowly in a soft voice and pause after every instruction giving students enough time to digest and to begin to visualize your message. When you are finished tell students that when they are ready they can open their eyes and sit very quietly for a moment to let them get centered back in the class and to allow others who may need more time. You may use soft music in the background. Make up your own topics like taking them to a zoo or on a picnic describing what they are seeing or smelling as they walk along. Afterwards discuss what some of them saw or felt. Ask if anyone could actually smell any of the odors that you were describing. There is an interesting, but complex guided imagery included in this section. Again you will have to decide if it is appropriate or if they can handle it. Be careful not to ask them to imagine anything that might scare them.

SPEAKERS

At any time invite guest speakers to come into the class to talk with or discuss certain topics with your students. Some should be experts in their fields and others could simply be people who have experienced some of the issues that you will be covering in the text. Many times students can relate better, if they are able to talk with someone who has experienced some event or gone through a difficult time or overcome some obstacle. For example you might want to invite a war veteran who is disabled to come and talk about how he overcame his serious disability and is currently living a "normal" life and succeeding in his work. Or you might invite a former drug addict or alcoholic; a teen parent who can talk about the difficultly of being such a young parent; or someone who has abused a child, got help and is now willing to talk about why they did it. Invite professionals like a psychiatrist to talk about depression and suicide. You can even invite parents to come and debate certain topics with students.

BRAINSTORMING/DISCUSSIONS

This strategy helps young people begin to look for the kind of information that they will need before they can make adequate and positive decisions. It will also help them explore the different alternatives that are readily available to them. Students are asked to share all their thoughts and feelings about a specific topic. Encourage them to come up with where they might find pertinent information; how they might solve a specific problem; who they might ask for help when struggling with an issue; some things they might try to do before making a decision; ideas that they have personally tried out, etc. Allow them to be spontaneous and as they are calling out or sharing their ideas, have someone record them. Then proceed to discuss each topic that is covered. This technique can also help them prioritize the important issues in their lives.

PRIORITIZING

Ask students to tell you each day what areas they would like to cover or what issues might be giving them trouble that day. List them on the board and note how many students have asked for

a specific topic. Then put them in order of priority and begin your class session based on what your students have requested. It is important to try and keep some structure and schedule, but remember you are there to help students learn what they **WANT AND NEED** to help them cope better.

You can also use this when a student is dealing with a specific problem and you want to help them resolve it. Have them list all the issues that are involved with regard to the problem. Then have them look at their choices and possible consequences. When they have made up their list, have them put everything in order of importance to them, and let them come up with some possible solutions based on that list.

COOPERATIVE/GROUP LEARNING

Studies are showing that this style of learning can have dramatic results. Have students form small groups with which they may interact on a regular basis. Of course, members of each group can be changed whenever necessary or whenever requested. If possible, try and match some low achievers with some high achievers; some well behaved students with some disruptive ones, without their knowing that of course. Assign work to them in their groups and have them self-select a leader and recorder. When students know that their work will be judged as a group, they are not as competitive and each one is more willing to help the other. They also become more supportive and trusting of each other. Remember that some of your students may not have other support systems outside of the classroom. This method also helps them to learn how to work as a team which is a more realistic setting because many of them will eventually have jobs where they will have to work with others. This kind of instruction can be used with any subject matter, whether they are learning math or role playing a skit.

QUESTION AND ANSWERS

This is a good technique to use at the end of the day. Ask students if they have any questions that have not been addressed that day and then ask other students if they would like to answer them. If they cannot, you can either help them out or invite students to find or research the answer and then report back to the class at a later time. This is an important method because too often young people misunderstand instructions or information that they receive and are too embarrassed at that moment to ask for clarification. If they know that they may do this every afternoon and will not be judged or made fun of, they will feel comfortable asking for help at that time. Another version of this is for you to ask a series of questions at the end of the day to see if the students have "gotten" the lessons taught that day.

SUGGESTION/QUESTION BOX

Put a box in your classroom that students can use to ask any anonymous questions that they may be too embarrassed to ask directly. Also tell them that that you are open to any suggestions that they may have that would improve or contribute to the classroom environment.

PANEL

Have each student research a specific topic and then a report on it as part of a panel discussion. Have a panel of students give its reports and then invite the class to discuss the panel's findings. You can do this on any topic. Or invite a group of experts to come in and have a panel discussion about their areas of expertise. You can also use this forum when students have strong differing points of views about a subject. Have each panel member focus on one viewpoint and encourage and invite others to listen to all points of view before they make any decisions about which is correct for them. This is similar to a debate.

DEBATES

Form two teams (no more than six on each team) and have each team **debate** a certain issue. This is a healthy exercise to conduct when there is a conflict that is not moving along. Have both teams take a position on the subject and remain firmly rooted in their beliefs. They may use any kind of argument or rationale, as long as they are not offensive or abusive. They must always

show respect and allow their own teammates, as well as the opposition, the opportunity to make their points. Appoint one team member to sum up and then have the rest of the students decide which team has presented the best case or were the most convincing. This can be fun, as well as thought provoking to students. You can also invite parents or specialists in a related field to come and take part in a debate.

FISHBOWL

This exercise can be used at any time to deal with any subject. Arrange chairs in two circles: an inner circle and an outer one. The second circle should be back to back with the inner circle. You can divide groups up by sex or by beliefs or feelings about a particular subject matter. Put same sex or those with one set of beliefs on the inside and the rest on the outside. The inner circle discusses their feelings or beliefs about the assigned topic, while those on the outside simply listen. The outer circle may not participate at all—only listen. At the end, if the inner circle is willing, then questions may be asked; otherwise there is to be no further group discussion. Then have students switch places. Those in the inner circle switch seats with those in the outer circle and repeat the same instructions. The **fishbowl** allows students to hear how others who are different from themselves think, feel or believe. In many cases, girls have never listened to a group of boys discussing its feelings or attitudes about certain issues or vice versa. Try variations of this exercise with different types of groups (e.g. race, etc).

ROLE PLAYING/ROLE REVERSAL

Role playing is an informal "dramatic" presentation which allows individuals to momentarily place themselves into the roles of others. It is like stepping into another person's skin temporarily to see what it feels like or how it fits. The objective is to simulate real life situations for the purpose of clarifying roles, responsibilities and relationships. Students who role play or watch others role play have the opportunity to gain insight into their own feelings about events and circumstances. It allows them to experience what it might be like, if they were actually in that particular situation. It gives them an idea of how they might react or cope when confronted with difficult issues. The roles can be structured and rigid or they can be spontaneous. By **reversing roles,** students can see how they would feel if the 'shoe was on the other foot.' It helps them to have more empathy for other people.

DRAMA/SKITS

Facilitators can use **drama** as a way of getting students comfortable participating in more personal role playing. Many of us live through other people when we watch movies or plays. We imagine ourselves in the role of the actors or actresses. Young people will do the same, so plan some plays around real life events or issues with which they might be struggling. They'll have fun while also having the opportunity to think about how they might "play the role" in real life.

ART/POETRY

Young people are instinctively creative. It is adults who usually squelch their creativity early on. Many people who cannot express themselves verbally can comfortably write about their feelings through **poetry** or use **art** to express themselves. It is essential that when you ask or allow young people to put their feelings into written words or drawings they not be judged as to whether it is "right " or "wrong ". They simply need to be acknowledged for their own expression. For example, if a student draws a tree and it doesn't look a traditional tree to you, don't tell them it's wrong. We all see things differently. That's the way they see their tree!!

TEACHER ACTIVITIES: SELF-ESTEEM

1. Stand at the door to your classroom and greet each student by name. Start first with a handshake or a pat on the back. Then if you can, begin to embrace or hug students as they come in. Do the same when they are leaving the class. Try to always use students' names when addressing them. It feels good to be recognized and personally greeted and it will make students feel important. And they **are,** so let them know it as often as possible.

(Source: Adapted from the work of Gail Dusa, California Teacher)

2. Have students begin each day with positive affirmations. Have them say something positive about themselves. Also tell them that they should make a positive statement about each of their subjects before they start that period even if they don't believe it or feel that way. (e.g. I love math...English...reading, etc and I am going to enjoy learning about it today.)

(Source: Adapted from Jack Canfield, Co-author, *100 Ways to Enhance Self Concept In the Classroom)*

3. At the very beginning of the school year, pair up students and ask them to interview each other. They are to find out as much as they can about each other, each taking about 60 seconds. Ask them also to share either three important facts about themselves or three positive characteristics that they have. Then have each introduce the other to the class, sharing what he or she has learned.

4. **SHARING AND CARING CIRCLE:** Objective: *to help students to understand that they have options and alternatives when confronted with difficult problems and to teach them problem solving skills.*

This activity should be conducted at least twice a week or whenever a student is faced with a seemingly unresolvable problem. This can be done with all students or by breaking into groups of students and having each group sit in a circle. Each circle should have at least eight (8) students. Identify student(s) who are willing to share with the group a particular problem or issue that is troubling them. Have one student at a time state the issue briefly and clearly—always using "I" statements. Then ask each student in the circle to tell the identified student what he or she would do if faced with the same problem or troubled over similar feelings—giving each student the opportunity to help problem solve. Each person in the group should respond with *"If it were me, I would_____."* After each possible solution, have the identified student repeat (paraphrase) each suggestion to be sure that he/she heard exactly what the other student said. Continue this until each student who wishes to make a suggestion has had a turn. (Students may pass if they have no suggestion or feel uncomfortable with the activity.). When all suggestions have been made, ask the identified student to summarize all the things that he or she has some new ideas to try out in solving the problem. Conclude by asking the student what he/she intends to do now that possible alternatives for problem solving have been offered.

This exercise should take approximately 5-10 minutes, but be flexible if a student is really struggling with a problem. Be sure to state clearly before beginning that no one is to criticize, judge or make fun of the student's problem.

5. **PEER FACILITATORS/BUDDY SYSTEM:** Objective: *To help students develop support systems.*

After the first few weeks of class, students can be asked to find a "buddy" or partner to work with. These buddies or partners are support systems for students and should help to establish a link or connection with another person. Whenever either has a problem, a concern, needs help, feels low, or just feels like talking, a buddy is available. If possible buddies should exchange home phone numbers and should be available for at least five minutes a day. They may keep the same partner for the whole year or change more often if they want or if there is a personality conflict. Teachers should make sure that no one is left out, but students do not have to participate. This

activity can help them: l) feel needed—many feel isolated and alone because they may not have other support systems at home or with friends; 2)learn to cope more effectively; 3) learn about friendship and trust; 4) problem solve (each partnership can utilize the "sharing and caring" circle technique.)

6. Every morning have students take a self-esteem check. Ask students how they are feeling about themselves on a scale of l to 10. As you ask how many are a 1, a 2 and on up to 10, have them raise their hands when you get to their own rating. Though everyone will know each other's rating, you must be careful not to embarrass anyone. Ask if anyone with a rating under 5 would like to tell the class why they are feeling low so that maybe they can help that student to feel better. (Never call out students' names, let them volunteer.) If someone is ***willing,*** then ask that student if they would be willing to participate in a sharing caring circle to see if the students can help him/her handle the problem or their feelings better or can help to raise self-esteem level.
(Source: Jack Canfield)

7. In dyads, have students: A take a turn asking students; B ***"What's terrific about you ?"*** Students B should answer with anything they think is positive about themselves including things they do well, or things they like about their appearance and if they can't think of anything, they should raise both hands and say, *"Everything".* Students A should continue asking for 60 seconds and then switch roles with students B and repeat the exercise.
(Source: Jack Canfield)

8. Each day allow one student to be the center of attention. Have the class recognize the student with applause and then have it give the student a standing ovation. It will make the student feel like a star— and that feels great.
(Source: adapted from Jack Canfield)

9. Have students turn to the person next to him/her and in 60 seconds, tell all the good things they have done that day.

10. Have students turn to person next to him/her and say, *"Hi I'm ____, I am a worthwhile and important person and who I am makes a difference."*

11. Have students:
1) ask friends to write a brief description of how they see or perceive them,
2) write a brief description of how they see themselves,
3) compare and discuss them either out loud or individually with a friend.

12. Form small groups and have students role play areas and issues that create emotional discomfort; have them act out their feelings (e.g. meeting someone new, saying NO to a friend.)

13. There are a number of variations of exercises that can help students to learn to say NO. Here are three:
1) Have students practice saying NO by turning to a partner and taking turns saying NO in as many ways as possible using different tones, voice levels, and gestures. Tell them they can start out softly, then with more assertiveness and finally saying it as loud as they can. (Be sure your classroom door is shut before starting this activity!)
2) Form groups of two, have each student take a turn making a request (for anything), to which the other student just says NO over and over again, loudly and firmly, until each begins to feel comfortable saying and hearing NO.
3) Have students get up and walk around the room approaching each of their classmates one a time with a request for anything (i.e. something they really want or even something far-fetched; e.g. *"Would you lend me some money to get to work? If I don't get there on time I'll lose my job!"; "Would you help me with my homework? "or "Can you give me a ride to visit my girlfriend"?,* etc) Student asking can be persistent and can try

to change the mind of the person he or she approaches. Instruct students to say NO—no matter what the request even if they want to say yes or feel bad saying NO. Be sure that students have the opportunity to approach everyone in the class.

14. Begin classes by asking students to respond to one of the following statements or questions. Start each class with a different statement. You may want to use a number of different questions or sentences during one class period. Be sure each student has the opportunity to respond. The responses are not to be discusses or challenged. Students may pass on this activity (as they may at any time, if they are not comfortable responding).

Suggested questions (Feel free to add your own):

1. *How do I see myself or feel about myself?*
2. *Who am I?*
3. *How do my friends see or feel about me?*
4. *How do my teachers see or feel about me?*
5. *How do my parents see or feel about me?*
6. *Do I know my own feelings?*
7. *Do I know how other people feel?*
8. *What is really important to me?*
9. *Do I want other people to think just like me?*
10. *What three words would you use to describe yourself?*
11. *Suppose you have just done something very special. What was it?*
12. *If you could be any person in the world, past or present, who would you be?*
13. *If you could be any place in the world right now, where would you want to be?*
14. *If I were your student, what would you teach me?*
15. *What are you most afraid of?*
16. *If your house was on fire and you could save one thing, what would it be?*
17. *If your best friend came to you with a problem, what would you do?*
18. *Name three things you would take with you to a desert island.*
19. *Who is one person you know who seems to have it more together than you? What can you borrow from this person's life?*
20. *How did you handle a recent argument?*
21. *What is one thing you hope your younger sister or brother will not have to go through?*
22. *What are you proud of that has to do with school?*
23. *What have you done for an older person who needed your help?*

15. Or have students complete the following sentences:

1. *When I first wake up in the morning, I.....*
2. *The one thing in the world I would change is.....*
3. *I believe strongly in.....*
4. *I changed my mind about.....*
5. *I worry about.....*
6. *A new skill I learned within the last month or year is.....*
7. *If I had to move in two weeks, I would.....*
8. *What I like best about myself is.....*
9. *My mother always.....*
10. *The thing that's hardest for girls is.....*
11. *The thing that's hardest for boys is.....*
12. *I am best at.....*
13. *My parents are usually.....*
14. *Having friends is important to me because.....*
15. *People can hurt my feelings most by.....*
16. *I get angry when.....*
17. *When someone hurts me, I.....*
18. *I used to be.....*

19. *It makes me uncomfortable when.....*
20. *The best thing that can happen to me this week is.....*
21. *The best thing that happened to me last week was.....*
22. *The worst thing that can happen to me this week is.....*
23. *The worst thing that happened to me last week was.....*
24. *People upset me most when they.....*
25. *Three things I like to do are.....*
26. *What I like people to say about me.....*
27. *Something I do well is.....*
28. *Someone important to me.....*
29. *If I could be a boy for a day, I would.....(for girls only)*
30. *If I could be a girl for a day, I would.....(for boys only)*
31. *I am proud of .....*
32. *When I was little, one of my favorite toys was.....*
33. *When I was little, I liked to.....*
34. *I hated eating.....*
35. *I liked eating.....*
36. *The earliest playmate I can remember is.....*
37. *The happiest thing I can remember is.....*
38. *The saddest thing I can remember is.....*
39. *The scariest thing I can remember is.....*
40. *My favorite place to be was.....*
41. *My favorite story was.....*
42. *The best present I can remember is.....*
43. *I was most embarrassed when.....*
44. *The hardest thing I learned to do was.....*
45. *My greatest wish is.....*
46. *I used to be called.....*

16. Ask students to think about a recent experience when they learned something new about themselves. Then have them complete a sentence beginning with: *"I learned..., I discovered..., I am aware of..."* Have them focus on themselves, not on what they learned about another person.

17. Have students describe a recent event or situation that affected their self-esteem. If it was negative, ask how they could have turned that situation into a more positive experience.

18. Have students make lists of situations that make them feel bad.

19. Have students make lists of people who make them feel bad.

20. **HOT SEAT**

Use discretion with this one. Students do not have to participate in this activity, it is purely voluntary. Also, it might be helpful if the teacher was willing to take the Hot Seat first. One at a time, have students volunteer to come to the front of the room, write his or her name on the board and sit in a designated seat for about one minute. Have the rest of the students write on slips of paper (without putting their names on them): 1) their impressions of that person, 2) a compliment they would like to give, or 3) something they have been wanting to say to that person. Collect the slips and give them to the student. The student does not have to share the contents with anyone. The following day, Hot Seat students can express their reactions to what was written, but only if they want to.

(Source: Marilyn Flick)

21. Have students sit in groups of three. One should be seated in the middle with the other two on both sides. The two students on the outside should each be facing the third student as if they were going to whisper in his or her ear, which is exactly what you are going to ask them to do. Tell

the students that they are going to whisper compliments into the ear of the student in the center for about 20 seconds. Have the students switch places until all three have had a chance to be in the center. Tell them to start each statement with "You are...." You might want to do this at the end of each class with different groups of children. This is a magical exercise because you will see their faces light up within seconds and the glow remains. Putting some examples on the board can help get things started. Some are:

beautiful	understanding	friendly
smart	creative	thoughtful
able	talented	handsome
helpful	lovable	attractive

22. Have each student discuss a recent accomplishment. Then have each describe a past failure experienced in trying to attain something. Ask what was learned by both successes and failures and what each would do differently the next time around.

23. Have students make a list of people whom they most admire. These people can be famous, family members, or significant others. Have them identify the qualities that they admire and respect so much. Discuss why they feel as they do.

24. Have students write brief essays describing their fantasy careers. These essays can describe careers they really want to pursue or something they would plan to pursue if they had the right opportunities. Have them analyze their fantasies and discuss what—if anything—would stand in the way of their reaching these goals.

25. Have students write about or discuss a fictional character that they have seen on TV or read about who either lost or improved his or her self-esteem. Have them describe the circumstances that caused the change. (e.g. Scrooge)

26. Have students write a brief personal profile. It should include a physical description, activities they enjoy, number of friends, descriptions of relationships, and any skills or flaws they see in themselves. Then have them write profiles of the people they would like to be.

27. Divide students into small groups or utilize the already established "groups" who are working together on various assignments for this project. Assign selected relevant and timely topics for each group to research (e.g. substance abuse, runaways, homeless youth, abused and neglected children, suicide, crime, teen pregnancy, alcoholic or drug-abusing parents, etc.). Have groups explore all the community resources that are available related to their specific topic. After they report their findings to the class orally, have them compile these resources into a "book" or "pamphlet" that students can have on hand if they should encounter such a problem or if they know someone else who is having difficulty. This material could then be shared with all the students in the school.

28. **RAP ROOMS**

Working with the preconceived notion that students who have been introduced to this material will have stronger communication and coping skills then students who have not been exposed to it, try to arrange with the principal or guidance counselors to set up a "rap" room where other students can come to rap with various students from your class for a few minutes every day. This concept is similar to a peer counseling program, but not as structured. Nor would these students be giving counseling or advice about specific problem. They would simply be there to listen, observe and possibly make recommendations as to whom or where the troubled student might go to talk.

29. **THE LEMON GAME:** Objective: *to demonstrate to students that each person is unique in his or her own way, even if on the surface they seem alike; and to show them how often people tend to stereotype a group of people without recognizing and respecting their differences (e.g. meeting one black person and deciding that all blacks are the same as that person).*

Give each student a lemon and ask them to look closely at the way it looks and to rub their fingers across it to see the way it feels. Then have them trade lemons with a partner and try to determine whether all lemons are alike or whether each one has some specific uniqueness. The point that you want to get across is that if we take the time to get to know people without first stereotyping them, we can appreciate each individual for whom he or she is.

30. Have students keep a journal of important events in their lives, important discussions they have with families or friends; things that happen that either make them feel good and raise their self-esteem or make them feel bad and reduce their self-esteem, and include what they felt as a result of that experience.They may make entries daily, weekly or as often as they wish. Tell them that this is their personal journal and that no one will see it unless they want to share it with their classmates or families.

31. Have each student write a brief essay with the theme, "What I like Best About Me."
Include the following:

1) What are my best personality and character points?
2) How can I use these good points to help me succeed?
3) Will it take a lot of effort to use these qualities to help me succeed?
4) Is it worth it for me to really try?

32. Have students form small groups and discuss experiences they had when they were very young. Have them list things that people around them did to encourage them to achieve, and on a second list, things people did to discourage them.

33. Ask students to write brief essays giving a general description of the personalities of their fathers, mothers, brothers, or sisters. If they don't have siblings, ask them to describe friends. Remember to tell them that they do not have to write anything too personal.

34. Ask students to think about what they want to be and have when they grow up. Have them write brief essays describing what they think their most important goals are now.

35. Have students research and report to the class on anyone (a famous artist, actor, musician) who has had to struggle to reach his or her goal. Have students design or create their own works of art, portraying their own desires to achieve. Have students explain any factors that they believe might possibly keep them from reaching their goals and describe how they might overcome these obstacles.

(Adapted from material collected by J. Russell and D. Peck, Palm Beach Co. Schools, Florida)

36. Have students identify different sayings that express angry feelings, such as:

I'm furious.	I flew into a rage.	I'm fed up.
burning up.	have a short fuse.	seething.
seeing red.	went crazy.	blind with rage.
ready to blow up.	blew my cool.	I'm boiling inside.
I'm so angry I could scream.	ready to explode.	It drove me up the wall.
I'm so angry I can't see straight.	I've had it .	

37. **PERSONALITY LINEUP**

Ask each student to bring a magazine picture to class illustrating his or her personality and not to show the picture to anyone. (A quiet student might pick a picture of a slow rambling stream on an early morning; a tomboy might choose a picture of a Raggedy Ann doll; etc.) Attach all the girls' pictures along a wall about two feel apart and seven feet from the floor. Ask a boy to volunteer to place each girl under a picture that he feels matches her personality. Another volunteer (a girl) next places all the boys under matching pictures. Ask each person to notice the matchups. Then ask everyone who is not under his or her own picture to sit down. Have another volunteer try to place all the girls that have taken their seats and another volunteer to place all the

seated boys, and so on. Repeat the process until each person is under the picture he or she brought. Debrief. Have a discussion about how each of us is perceived by others. On what were the match-up decisions based? Did the pictures truly match the people? Why did each person choose the picture he or she did? What did students learn about their classmates?

(Source: *Turn Ons--185 Strategies for the Secondary Classroom*, Stephen K. Smuin.)

38. PERSONALITY COLLAGE

Divide the class into two groups. Assign partners and ask them to trace one another's outlines on pieces of butcher paper that are long enough for each student to lie down on. After students have cut the outlines, ask them to fill out one side of the form by pasting on pictures that depict their own personalities. Partners then exchange outlines and each partner then cuts out pictures and fills the other side of the frame with images he or she feels depict the partner's personality. Compare the two sides.

(Source: *Turn Ons--185 Strategies for the Secondary Classroom*, Stephen K Smuin.)

39. PASSING PEOPLE IN THE CIRCLE

Form groups of six students each. Each group makes a very tight circle, with one person in the middle. Remaining absolutely stiff, the person in the middle allows him/herself to fall into the arms of those in the circle who gently pass him or her around the circle. The person in the middle keeps eyes closed and legs stiff, rotating on the heels. Repeat until each student has been in the middle. Debrief. Did students feel secure? Did they feel people cared about their safety? Did they like or dislike the sensations they experienced?

40. GIVING HONEST PRAISE

Ask each student to take a turn in the middle, shaking hands with each person in the circle and saying something positive to each person, such as "I respect you because...., I feel strongly about you because...., I like you because..." and so on. Once students take this exercise seriously, the outcome is deeply rewarding. Stay in tight circles and debrief. How did each person feel when complimented? .Whom did they feel close to?. Why?. Did they like what people said to them? .Were they surprised?

(Source: *Turn Ons--185 Strategies for the Secondary Classroom*, Stephen K. Smuin.)

41. PRESSURE: SHOULD AND WANT

Have students make a list of ten items that begin "I should....." Have them mark the items in the list that they would also like to include in a list of items that begin "I want....." Debrief. Discuss why pressures exist to do certain things. Where does the pressure come from? Is the pressure helpful? Why or why not? How much of the pressure arises because you believe you should accomplish the item and how much of the pressure arises because you want to accomplish it? (Source: T*urn Ons--185 Strategies for the Secondary Classroom*, Stephen K. Smuin.)

42. A PICTURE OF MY PERSONALITY

Ask each student to bring in a magazine picture depicting his or her personality. With the class sitting in a circle, each student explains why the picture shows his or her personality.

(Source: T*urn Ons--185 Strategies for the Secondary Classroom*, Stephen K. Smuin.)

43. MEDITATION ON ME

This strategy will help students focus on aspects of their personality as expressed through their language. In it, they are asked to think about themselves, make a self-description, clarify their own self-images, and determine what in that image they most value. Before the activity, see that each student has eight small pieces of paper. Students should close their eyes, become comfortable, and let their minds play with words and phrases that describe themselves. Allow at least five minutes of quiet for this to happen. As in many of the experiences described here, the teacher should be a participant in this activity. When the group seems finished, have them open their eyes and write on eight pieces of paper the words and phrases that came to mind during the meditation. Tell them that no one will see them unless they want to share them. After

the eight papers are filled, have students arrange them in order, putting the one they like best in the first position and the one they like least in the last. The other six should be ranked according to the degree of happiness or satisfaction they give. Then have the students spend some time with the word or phrase on each sheet of paper, fantasizing about it or recalling experiences they associate with the word. Allow them to take as much time as they want with each word. Then encourage them to do whatever they want with each piece of paper: throw it away; change it; give it to someone; or write on it. If the group is capable, they can share feelings they had during the experience or complete a written evaluation. An activity like this would be far less effective if performed out of context or used just to kill time. It is most effective if performed in the context of a group or class where self-knowledge is recognized as a valid or deserved class activity.

(Source: Teaching Human Beings: 1*01 Subversive Activities for the Classroom*) Copyright 1972 by Jeffrey Shrank.)

44. WHOM DO YOU RESPECT?

Join the class in this exercise. Draw a ladder with ten rungs on it. On the top rung, put the name of the person you would most prefer to be like. List five qualities of the person named on the top rung. Debrief. Whose name was on the top rung? Why?

45. COMMITMENT TO CHANGE

Have each student list ten things he/she doesn't like about him/herself. Have them circle those that could be very hard to change. Have them write a plan for changing the items they want to change using the chart at the end of this section. Debrief: Did they realize that most things they didn't like could be changed?

46. CLOTHING AND PERSONALITY

Use descretion with this activity. Decide if it is appropriate for your class. Divide the class into groups of four. Give each student sheets of paper that have the following information:

Name: _____ _____

Make notes about what each says about the person whose name is at the top:

1. Shirt or blouse:_____
2. Pants, dress, shorts: _____
3. Sweater, jackets: _____
4. Jewelry:_____
5. Hairstyle: _____
6. Shoes: _____

Students write their own names on each sheet of paper and pass the blank sheets out to each member of the small group. Students complete the forms and return them to their owners. When all sheets have been returned, each student writes a paragraph describing how he or she is being seen by others, and several paragraphs about what he or she feels clothes have to say about a person.

(Source: Adapted from by S. Simon, L. Howe, & H. Kirschenbaum, Copyright 1972, Hart Publishing)

47. MAGIC SHOP

Explain sincerely to students that you once worked in a very unusual magic shop in some other state. The magic shop was unusual because in it you could buy such things as happiness, self-confidence, motivation, beauty, athletic ability, etc. This shop was also unique because the customers paid no cash for their purchases. They paid by giving some-thing of themselves to the shop. A customer might, for example, order ten percent more beauty; the shopkeeper might ask for five percent of that person's intelligence and fifteen percent of his or her smile. Tell them that today, the magic shop is open right here in the classroom. Ask the students what they want to purchase and what they would be willing to give up. If they don't know what to give up, tell them that you will make them an offer; and that you will decide whether the deal is a good one. At the end of each deal say, "Now you have __ percent more_____." Allow everyone who wants to buy

something to do so. Next, have people buy something else in the group. Finally, explain that the shop is having a sale and students can buy something for anyone (and they don't have to reveal who it is for) without giving anything up. Debrief. Does the magic shop exist? Did everyone actually get what they purchased? Did some of the deals make some people uncomfortable? Did the students not want some of the people to give up what they were giving up? Slowly, it should occur to the students (with your help) that the magic shop exists in everyone, and that they can have most of the things they wished for if they go after them.

48. **WHAT DO I SEE IN THE MIRROR?**

Divide the class into pairs. Give each pair a mirror. One partner looks into the mirror and describes what he or she sees, while the other student listens. Then the partners reverse roles. All return to the large group. Each listener describes the reaction of the viewing partner. Debrief. Were the viewers comfortable? Could they be honest? Did they laugh to be comfortable? Did they really stare into the mirror? Did they like what they saw?

(Source: T*urn Ons--Strategies for the Secondary Classroom,* Stephen K. Smuin.)

49. **WHAT AM I?**

Students write down three things that they are, for example, honor student, musician, class president, sister, poet. Discuss the lists with the group. Allow time for students to question one another.

(Source: *Turn Ons--185 Strategies for the Secondary Classroom,* Stephen K. Smuin.)

50. **DEVELOPING MY PERSONALITY**

Periodically during the year, have students develop lists of objectives or things to do. Suggested topics: people they like, people they hate, places they would like to visit, things they would like to learn, things they would like to touch, traits they would like to eliminate from their personalities, and so on. Have students share parts of their lists with the group. Have them keep track of their lists and accomplishments in journals.

51. Have a classroom discussion on whether students would rather: 1) Do something for someone else; 2) Have someone else do something for them. Tell about recent times when each of these happened to them.

52. Have students write about "What Success Means to Me," including the five best successes of their lives. Hold a class discussion asking each student to describe one of his/her successes.

53. Have students write about "Do you Consider Yourself a Responsible Person? " In the essay, have the students explain why or why not.

54. Have students write an essay about anxiety, answering the following questions: 1) What do you worry about the most? 2.)What are the causes of your worries? 3) Can any of your worries be eliminated? 4)Which of them might you deal with first? 5)How do you decide? 6) Are there any people who have your same problem? 7) How can you find out?

55. Have students write an essay on how they deal with feeling low. What factors bring on these feelings?

56. Hold a discussion about the topic of stress. Discuss what stress means to each individual, how each responds physically, and emotionally. What do they do to alleviate the stress in their lives?

57. Have students listen to the song, The Greatest Love of All, by Whitney Houston. Discuss what they think is the meaning of the song and how they feel when they hear it.

58. Have students put their names on a piece of paper vertically. Then ask them to list some of their positive qualities using the letters of their name. For example, a girl with the name Beth could come up with the following descriptors:

Beautiful,
Eager,
Thoughtful,
Happy

59. **MIRROR IMAGE CHART** Objective: *To examine how people see each other and how this affects self-esteem.* (Chart at end of this section)

Have students write five words to describe themselves on the back of a piece of paper. Then have students ask four people (friends, siblings, parents, relatives) to list five words that describe them. After reviewing the comments of the others, ask students to complete the sentences on the mirror image chart at the end of this section. Students in class may share what they learned about themselves with a partner, their buddy or, if willing, with the class. If they receive negative feedback, you will need to help them turn those responses into a positive exercise. For example, one way is for students to say *"I can accept it and do something about it"* or *"I can accept it as someone else's opinion and not my own, therefore it is not necessarily true."*
Note: This is a sensitive exercise that will take your help and input to keep it on a positive course.

(Source: Adapted from Family Life Education Program Development Project)

60. **PERSONAL COAT OF ARMS** Objective: *To allow students to be able through oral and written skills to express themselves and to better understand their values and the importance of values in their lives.* (Chart at end of this section)

Briefly explain the background of the coat of arms as follows: It is a symbol of who a person is. In medieval times, it was embroidered on the light garment worn over armor and usually symbolized the name or status of the bearer or his/her achievement or aspiration. Coats of arms came to distinguish families, as well as individuals. Have students draw in pictures or symbols for each of the six (6) questions asked on the chart. Afterwards, divide students into small groups and have them share with one another (5 minutes) those areas on their coat of arms with which they are comfortable. Then bring them back into a larger circle and ask the following questions:

1. *How did it feel to talk about yourself?*
2. *Did you learn anything new about yourself?*
3. *Did others in the group have similar responses or feelings?*
4. *What areas need to be improved upon and what are some ways for students to change particular behavior patterns?*

(Source: *Values Clarification*, Sid Simon)

61. **GUIDED IMAGERY**

Follow instructions for guided imagery exercises. After you have them in a relaxed state begin this oration. Have them pretend that there is a zipper running from their toes up the front of their bodies and down the back to their heels. Tell them to unzip their bodies and remove their brains, heart, ears, eyes, mouth and place them on a table in front of them. Now tell them to imagine that they have a water hose and that they they are going to carefully wash these body parts so that they wash away all negative thoughts, feelings or behaviors.

Begin with the brain - Wash it all over so you can think more clearly; remove any of the unpleasant memories you may have that keep you from being positive and loving; and remove any negative thoughts that you have about certain people in your life; Remove all phrases like *"I can't," 'I should be...better...smarter, etc.," " I'm bad ...wrong... dumb..."* etc. and replace all the negative thoughts with positives ones like: *"I am a kind and loving person.,"" I am okay just the way I am," " Whatever I do, I always do the best I can,"* and *"Who I am makes a difference."*

Now wash your **eyes** so that from now on they see only beauty and goodness and no longer see the bad in people.

Now go to your **ears** and wash them so clean that you no longer hear people in negative ways. You will now understand that when someone says something negative or unkind, you will know that they are hurting and are probably in pain themselves and, because of that, they don't know how to say good things. Now you will be able to comfort them or just listen to them.

Next you are going to wash your **mouth** so clean that nothing but good, positive, and caring statements come out. No longer will bad words, screaming or yelling come out of your mouth. The words that come out will be kind, warm and spoken softly.

And finally wash your **heart** so clean that from now on with every beat, it feels only love, kindness and warm feelings for all those people that you know and for all those people that you meet.

When you are sure that your brain, your ears, eyes, mouth and heart are very clean and no longer feel, hear or see any negative feelings, very gently pick them up and put them back in your head and zip the zipper up and close it. Keep your eyes closed for a little longer and when you are ready, open them up and sit quietly in the room. Debrief. Ask if anyone wants to tell what they were feeling as they were going through the process or how they are feeling now that it is over.

62. **UNDERSTANDING PREJUDICE:** Objective: T*o help students understand how discrimination works and what it feels like to be discriminated against.*

Divide class into several groups, assigning each group a color that will represent them. (e.g. the reds, blues and greens) Get permission from your principal or supervisor because this activity is conducted in places other than just the classroom. For one day, hang signs on water fountains, restrooms, possibly the library or cafeteria and other public places that the students usually frequent that say, "Red Only " or "No blues or greens ." For that entire day, the blue and green groups are not permitted to use any facility with such a sign. You might also instruct the other students within the class not to talk to the reds that day. The next day, change the signs so that eventually each group has been exposed to specific discrimination and each has felt the discomfort and hurt that goes along with it when people simply judge you because of your color. At the end of the activity, spend some time discussing what it was like for each of the groups and for each student individually. You might also have students write a brief essay describing their experience.

63. Because this book is not about crises but about preventing them, we have not included a great deal of information about crisis issues. Actually most of the problems affecting youth are only symptoms and the real underlying problems are low self-esteem and inadequate coping and communication skills. It is important that you take some time to address some of these issues directly. Below is a recommended outline that you can follow when dealing with the topic of substance abuse and drug education. There is a great deal of available material on drugs and alcohol that you can use when following this format.

A. **TYPES AND USAGE OF CHEMICAL SUBSTANCES**
   1. Drugs
      a Description
      b. How used
   2. Alcohol

B. **REASONS FOR SUBSTANCE ABUSE**
   1. Low self-esteem
   2. Lack of coping skills
   3. Inability to handle conflict
   4. Unrealistic expectations
   5. Lack of awareness of alternative behaviors
   6. Peer pressure
   7. Parental neglect and abuse
   8. Lack of support systems
   9. Availability of drugs and alcohol

C. **SYMPTOMS AND WARNING SIGNALS OF SUBSTANCE ABUSER**
1. Physical
2. Social
3. Emotional

D. **CONSEQUENCES OF SUBSTANCE ABUSE**
1. Temporary or permanent physical/mental impairments
2. Loss of friendships
3. Alienation of family
4. Loss of motivation
5. Loss of job
6. Lower scholastic achievements
7. Lowered success potential
8. Potential genetic defects to future offspring
9. Overdose/accidental death

E. **EFFECTS OF SUBSTANCE ABUSE**
1. Physical damage
2. Mental damage

F. **PREVENTION**
1. Build self-esteem
2. Learn coping techniques
3. Learn communication skills
4. Learn conflict resolution skills
5. Learn positive alternative behavior patterns

64. **DEALING WITH DEATH**

(This obviously is a sensitive area. Be very careful dealing with this topic and exercise, and conduct only if you feel your students can handle it.) Have the class examine the way different societies and religions view death. Have them also explore various mourning rituals and discuss those with which they might be most comfortable. If any student has experienced death among his or her own family or friends, ask privately if he or she would be willing to share the experience with the class: i.e., how he or she handled it; available support systems, or the family's grieving process (Consider getting parent approval.)

65. Write an incomplete sentence on the blackboard and have all the students write responses under it as they come into the classroom. For example: "Today, I was .....(silly, nice, mean, etc.)"; "Something I learned about myself today is...." Have students notice the variety of answers and how different and unique each of their fellow classmates is.

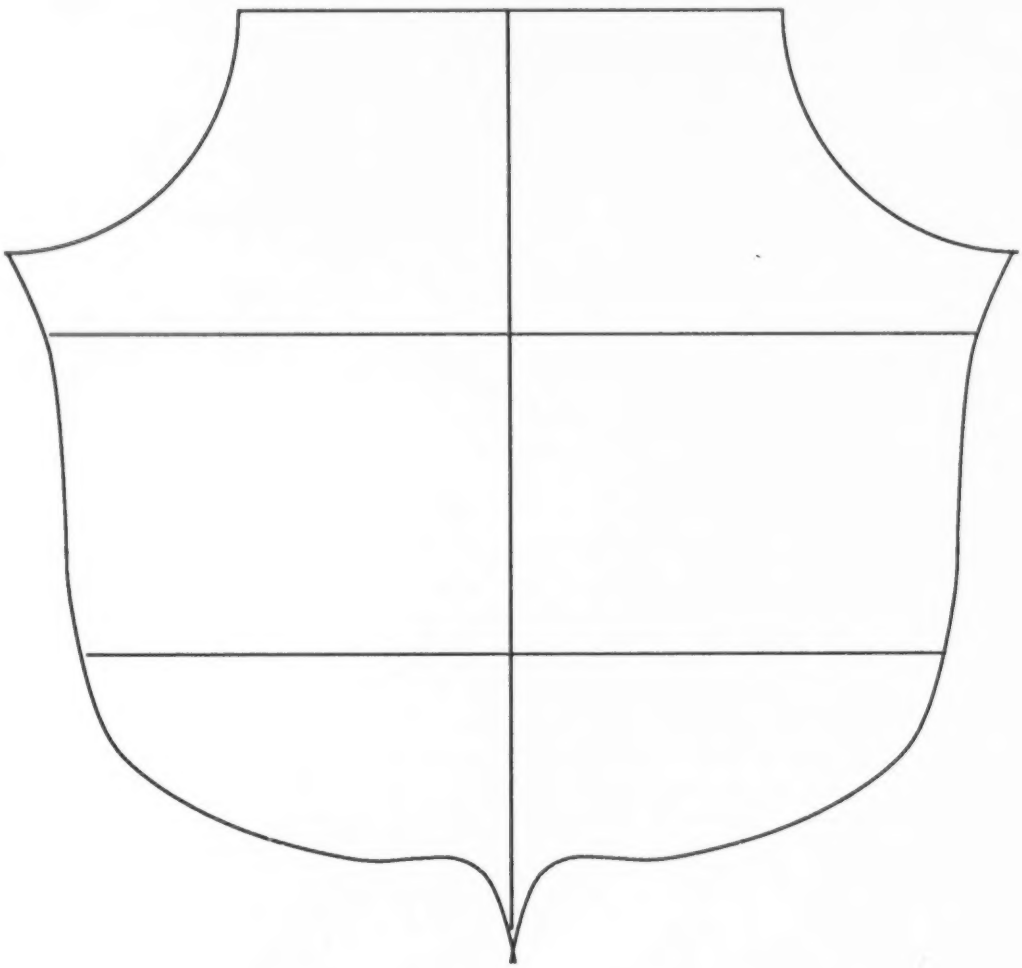
66. Have students sit in a circle. Ask them to look at each other and notice how different everyone is. How do they look alike? How do they look different? Have them explain one positive observation about each of the others that makes that person different or unique; e.g., You are the teacher...the tallest...the most colorfully dressed, etc.

67. Sitting in a circle, with one student on the outside, have the other students pass an item around so that everyone but the excluded student gets a chance to examine it and pass it on. Afterwards, ask the student outside the circle to describe how it felt to be excluded; ask the students in the circle how it felt to exclude their classmate. Discuss issues around self-esteem.

(Adapted from the work of Jack Canfield.)

YOUR PERSONAL COAT-OF-ARMS

1. In section one, draw two pictures, one to represent something you are very good at and one to show something at which you want to become better.
2. In section two, draw a picture to show one of your values about which you feel very strongly and which you might never give up.
3. In section three, draw a picture to show a value by which your family lives. This should be one about which everyone in your family would probably agree.
4. In section four, draw what you regard as your greatest personal achievement to date.
5. In section five, draw what you consider your family's greatest personal achievement to date.
6. In section six, draw one thing other people can do to make you happy.



MIRROR IMAGE CHART

Spouse/ Partner/Friend	Child or Friend or Fellow Teacher
I learned that I . . . I discovered that I . . . I was surprised that I . . . I was displeased that I . . .	Child or Friend or Parent
	Other Family Member

COMMITMENT TO CHANGE

Character-istics	Desirable	Undesirable	Cannot be Changed	Can be Changed	Want to Change	Commitment to Change
Physical						
Intellectual						
Social						
Emotional						
Environ-mental						

(Source: J. Houghton, C. Rembold, "Kids helpings kids: A Peer Counseling Training Program)

RESOURCES AND REFERENCES
Self-Esteem

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"Think Positive About You," Judy Fireman
"Getting Unstuck," Harold Bloomfield, M.D., Robert B. Kay
"What Is This Thing Called Happiness?", Leslie Glass
"Ways To Gain, Confidence, Ease In Talking With People," Dorothy Sarnoff, New Woman, July,1983
"Insecurity, How To Overcome The Biggest Obstacle of All," Rochelle Reed, Ms Magazine, June 1983
"Help For Your Hardest Decisions," Jo Coudert, Reader's Digest, November 1983

Books:

If You Could Hear What I Cannot Say, Dr. Nathaniel Branden, A Bantam Book, 1983
101 Ways to Enhance Self-Concept in the Classroom, Jack Canfield
Glad To Be Me: Building Self-Esteem in Yourself and Others, Dov Peretz Elkins, 1976, Prentice Hall
The Psychology of Self-Esteem, Nathaniel Branden, 1969, Nash Publishing Corp., Los Angeles.
Self-Esteem, Virginia Satir, 1975, Celestial Arts, Berkeley, Ca.
Self-Concept Sourcebook: Dov Peretz Elkins, Growth Associates, Rochester, NY
The Magic of Believing, Claude M. Bristol, 1954, Prentice-Hall, Englewood Cliffs, NJ.
Pulling Your Own Strings, Wayne Dyer, 1978, Thomas Y. Crowell, NY.
The Teenage Survival Book, Sol Gordon, Ph.D., Ed-U Press, Fayetteville, NY
Self-Esteem: A Classroom Affair-101 Ways to Help Children Like Themselves, Michele & Craig Borba, Winston Press, 1978
If I Die & When I Do, Exploring Death with Youth People, Franki & Barbara Sternberg
When Living Hurts, Sol Gordon, Ph.D., Dell Publishing, 1988

Pamphlets:

Stress, Blue Cross and Blue Shield of Greater New York,
Getting Unstressed, 1983, Wisconsin Clearinghouse 1954 E Washington Ave, Madison,Wi 53704
Express It, Don't Repress It!, 1983, Wisconsin Clearinghouse

Quotations and Poems

Das Energi, © 1971 by Paul Williams, Warner Books, Inc. (reprinted with permission)

TEACHER ACTIVITIES: COMMUNICATIONS

1. **I/YOU MESSAGES:** Objectives: *To demonstrate for students the importance of taking responsibility for how they communicate their feelings to others (I statements) and to also show students how people react and respond when they feel that they are being attacked (You statements).*

Introduce this exercise by noting that good communication is created by direct, honest messages. This often means using *"I "* messages, rather than *"You"* messages. *"I like this "* is much clearer than *"Don't you think that's nice?"* Using *"I "* messages means taking more of a risk. *"I don't agree with the way you are doing that "* is usually harder to say than *"You are a jerk." "I feel lonely "* is more honest than *"You never call me anymore. "* Listening to and using *"I "* messages helps us to pay attention to feelings rather than always responding as if we must defend ourselves. This exercise demonstrates the difference.

Begin by role-playing Part A of the exercise yourself with a student in front of the group, then have students pair up and do it.

A. Pretend your partner is a close friend with whom you have a problem. Tell him or her what you want to say using only *"you "* statements. The listener just listens without responding, but remembers how it feels to be treated that way.

B. Switch and repeat.
Facilitator role-plays the same activity again with a student using *"I "* statements.

C. Students switch roles and repeat.

Have students discuss their experience. Compare the difference between *"I "* and *"You"* statements, both as the speaker and as the listener.

2. **GET ACQUAINTED DUO-LISTENING:** Objective: *To demonstrate the importance of active listening. Students will know first hand what it feels like when they aren't being listened to.*

A. Divide the group into pairs, one person plays "A" and one "B".

B. "A" talks about him or herself for two minutes.

C. Switch and repeat.

D. Repeat entire exercise after giving the following directions. This time as speaker talks about him or herself, the listener listens carefully using eye contact, acknowledging statements, identifying similarities and giving brief feedback, if necessary.

E. Bring the entire group into a circle. Have each "A" and "B" introduce each other, telling what they've heard and learned.

F. Discuss the following:
Was there any difference between the first and second exchange of stories?
Did you feel your partner listened?
Could you listen better the second time? What was easy or hard about the exercise?

3. Ask students to spend an entire day saying exactly how they feel, expressing both positive and negative feelings. Tell them they should be careful not to judge or attack others. Then have them write a brief description of the results of the day.

4. Have students monitor their conversations, one with a parent and one with a friend writing down all that happens in each interaction. Did the person they were communicating with make eye contact, show that he or she was listening, give any feedback? Have them note the non-verbal as well as the verbal interactions.

5. Have students pick a topic and discuss it for three minutes with a partner, beginning each sentence with the pronoun "we." Next continue discussing the same topic or pick a new one and discuss it for three minutes, beginning each sentence with *"you."* Finally, continue with the same topic or pick a new one and discuss it for three minutes, beginning each sentence with *"I "*. What

were the differences in feelings about each exercise? Which one did each student feel most comfortable with and why?

6. Have students pair up. One student discusses a problem while the other "listens " by interrupting, looking away, asking unrelated questions or just being distracting. Have each take a turn being a distractor The students should discuss with each other how it felt not to be listened to. Have a class discussion.

7. Have students watch a talk show. Ask them to evaluate various interviewers. Were they good listeners? Did they get the information that they wanted or were seeking. Report findings and discuss in class.

8. In dyads, have students sit with their backs to each other. The students take turns having brief discussions with each other describing something they have done or would like to do without turning around to see their partner. Ask them how it felt to be unable to receive any of the nonverbal messages that the other person may have been sending.

9. Play charades. Ask students to act out feelings by using body language, facial expressions and gestures and see if the class can get the message. Act out:

- surprise
- fear
- anger
- not liking food
- anything they want to use

Make up more and have them practice at home in front of a mirror.

10. Have students identify as many nonverbal methods of communication as possible. Give examples and discuss. Have them identify their own typical nonverbal methods, as well.

11. **MAKING ASSUMPTIONS:** Objective: T*o see how making assumptions gets in the way of clear communication and honest disclosure while also learning how perceptions about people are not always right. This exercise can help students see that they can't always "judge a book by its cover."*

Have students pair up and spend a minute just looking at their partner without talking. Then ask one partner to begin making a few statements to the other that begin with *"I assume ."* Have them fill in the sentence with any assumptions they may have about their partners (e.g. *"I assume you have a lot of friends."* or *"I assume you like sports.,"* etc.). Then have them switch roles. When they have finished making these assumptions, instruct them to discuss and check out their own and their partner's assumptions. Were they correct about the other person? Did their partners see them accurately?

12. **MAKING REQUESTS:** Objectives: *To learn how to make direct, specific, straight- forward requests instead of being vague or hinting.*

Have students pair up and alternate practicing first vague requests like *"Will you go to the movies with me sometimes?"*" and then making clear, specific requests of each other *"Would you go to see 'Rocky"' with me tomorrow night?"* Get them in the habit of beginning their requests with words like *"I want you to..."* or *"I would like you to..."* Tell them to state in detail how and when they want the requests to be fulfilled (e.g. *"I would like you to go to the library with me tonight?"* or *"I want your complete attention when I have a problem to discuss with you."*) Have them summarize and discuss each other's requests to be sure they understand what is being asked of them.

13. **PERSONAL PROBLEM SOLVING**

Divide the group into trios. Within each trio, appoint one presenter, one helper, and one observer. Each presenter takes about two minutes to present a personal problem . At the end of the presentation, the helper has two minutes to ask questions and provide feedback, responses, suggestions, or comments. Then the presenter and the observer tell the helper which of the

techniques used were of a helping nature and which were not. Switch roles that day or another day so that each student has the opportunity to play all the roles. Discuss the whole exercise in the trios. Debrief with the whole group. Did the helper give support? Did the helper ask good questions? What body language did the helper use? What did his or her voice reveal? Did the helper maintain eye contact? Did the helper appear empathetic?

(Source: *Turn Ons! 185 Strategies for the Secondary Classroom,* Stephen K. Smuin.)

14. **COMMUNICATING DIRECTIONS:** Objective: *To alert students to the importance of giving good and accurate directions or instructions.*

Students pair up and sit back-to-back on the floor. With paper and pencil, one student in each pair draws a simple picture using squares, circles, triangles, or other simple geometric forms. While the partners are still seated back-to-back, the artist must give the other partner directions that will allow him or her to duplicate the picture: "In the middle of the page, draw one circle one inch in diameter," and so on. Once the picture is duplicated, compare it to the original. Reverse roles. Debrief. Discuss the difficulty of conveying exactly what one means. If it is hard to describe circles and squares, think how hard it must be to communicate about important topics such as love or happiness.

(Source: *Turn Ons! 185 Strategies for the Secondary Classroom,* Stephen K. Smuin.)

15. **NON-CONSTRUCTIVE COMMUNICATION STYLES:** Objective: T*o help students see the difference between constructive and nonconstructive communication styles*

After a classroom session in which you explained and discussed Virginia Satir's four styles of non-constructive communication, demonstrate yourself how a person might act and communicate if he or she actually communicated in any one of those styles. Set up a scenario in which four members of a family are having a discussion, with each member using a different style, i.e. Blamer, *Computer, Distractor* and *Placator.* Have four students role play that scene in front of the class with each one taking on one of the styles. You can either give them a structured format or let them set the scene and act it out. Do not tell the rest of the class which roles the "actors" are playing. Let them try to guess who was the blamer, the distractor, etc. Ask students which style they are in real life and whether that scene was familiar or similar to some of the discussions they have at home. Then, either using the same students or another group, have them repeat the same scene—this time all communicating as Satir's constructive *"levelers ".* Could they see the difference? The objective is to let them see how productive it can be when people communicate openly, honestly, and directly and how non-productive it is when people don't communicate that way

16. **LISTENING SKILLS:** Objective: *To sharpen listening skills and help students to better understand the importance of active listening.*

Assign students to two different teams. Ask each team to select a pilot and an air traffic controller and have the opposing team's pilot and controller leave the room. Have each team form a runway by sitting in a parallel line facing the opposing team. Have them put various objects such as books, handbags, etc. on the runway so you could not walk straight through it without having to make a number of detours to miss the objects. After it is set up, bring in the crew, but have the pilot blindfolded. Position the controller at one end of the runway and the pilot at the other. Describe the scene as follows: A hurricane has just swept through the airport area and the runway is cluttered with trash. Tell the blindfolded pilot that radar is not working and though the air-traffic controller cannot hear the pilot, the pilot can hear the voice of the controller. The pilot is positioned at the beginning of the runway without being able to say anything. Now have the controller direct the pilot to a safe stop at the end of the runway by giving verbal directions about what is in front of the pilot as he begins his landing. If the pilot touches any of the objects on the runway, the plan is considered crashed. After the opposing team has completed its landing, send the pilot and controller from the other team out of the room, rearrange the objects on the runway and have the new controller repeat the landing instructions to the pilot. The winner is the team

that landed safely in the shortest time. This activity can be repeated a number of times with different teams and crews.

(Adapted from material by J. Houghton, C. Rembold, "Kids helping kids: A peer counseling training program.)

17. **NONVERBAL COMMUNICATIONS**: Objective-*to help students understand how important our nonverbal messages can be and how difficult they can often be to interpret.*

Have a group of students (l0 maximum) stand in a line all facing the same direction. Tell them that you are going to secretly give student A at the end of the line a particular emotion to nonverbally pass on to the student B in front of him/her. Student A will then tap student B in front of him/her on the shoulder. Student B will turn around so that A and B are now facing each other and student A should attempt to pass on the emotion nonverbally. When B gets it or thinks that he or she knows what the emotion is, he or she will turn around and tap student C, who is next in line, on the shoulder. Student B will now attempt to nonverbally pass on what he or she thinks the emotion is to student C. The process continues until the last person in line has been "tapped" and hopefully has some idea of what the emotion really is. Ask that person to report to the group what he/she thinks it was. Most likely, he/she will not know because it has probably been miscommunicated somewhere along the way. This is a fun exercise, but it can show them how often our gestures and facial expressions say one thing when we are really thinking or feeling a totally different way. You can now reinforce that they need to pay just as much attention to their nonverbal as well as their verbal messages. Even when we aren't talking, we may still be saying something.

18. **THE GOSSIP GAME**-Objective:*To demonstrate the importance of active listening. This can also be a good way of demonstrating what happens when people pass on gossip.*

This is another version of activity l7, but this time using words. Have students sit in a circle. Tell one of them a brief story (in writing or orally) with names and places that has some interest to the group. Ask the first person to pass it on by whispering the story to the person sitting next to him/her. At the end, have the student recite the story that he/she heard and then compare it to the original one.

(Adapted from J. Houghton, C. Rembold "Kids helping kids: A peer counseling training program.)

RESOURCES AND REFERENCES
Communication

Articles:

"Bad And Good Listening Habits," by Ralph Nichols.

"How To Help A Friend In Tears," by Phyllis L. Newmann, Ms Magazine, December 1983.

"Roadblocks to Communication," author unknown.

"Couple Communication I, Talking Together," Sherod Miller, et al.

"Negative Criticism," Sidney Simon.

"The Give and Take of Criticism," Nora Falletta, Cosmopolitan Magazine.

"A Child's View: Communication Through The Early Years," Stephanie Leeds, Ph.D, Syracuse University.

"Family Communication Across The Life Cycle," Eleanor Macklin, Ph.D.

"Tuning Out," John W. Drakeford, New Woman Magazine, 1983.

"Talking To Someone," Patrice Miles, Essence Magazine, February 1983.

Books:

Peoplemaking, Virginia Satir, Science and Behavior Books, Inc., 1972.

The Relationships Manual, David Luecke, The Relationships Institute, 1981.

Family Communications: Keep Connected in a Time of Change Maureen Miller, Paulist Press, 1980.

The Intimate Enemy: How To Fight Fair In Love and Marriage, Dr. George R. Bach and Peter Wyden, Avon Books, 1968.

Person to Person, Connie R. Sasse, Chas. A. Bennett Co., Inc., 1978.

Transactional Analysis, Eric Berne.

The Student's Handbook For the Fourth R:Relating

The Handbook For The Fourth R: Relationship Skills

The Handbook For The Fourth R II: Relationship Skills For Group Discussion and Process

The National Institute for Relationship Training, Inc. 1987; 92240 Broken Timber Way, Columbia, Maryland 21045-2310.

TEACHER ACTIVITIES: ANGER AND CONFLICT

1. **PROBLEM SOLVING DUOS:** Objective: *To allow students to practice skills that will help them to solve their own problems.*

Pair up students and have them pretend that their partner is someone with whom they are having a problem. Have one student follow these directions with his or her partner and then switch so each has a turn.

A. Describe the problem and how it makes them feel using "I" statements.
B. What do they want the other person to do about the problem? This is a description of what they would like and why.
C. What are they willing to do or willing to change or give up to resolve the problem? Start with "*I'm willing to ___ if you'll ____.*"

2. **OLD LADY, YOUNG LADY** (pg. I20): Objective: t*o help students understand that all people have different view points based on the many factors that make them who they are. To also help them understand that people with differences can still get along and be friends.*

Have students look at the picture in the chapter on conflict and ask them to tell what they see. Ask each one *"What do you see ?"* As a result, you will have some students who see the "old lady" and some who only see the "young lady". Some may still see something else (a ram, etc.) Ask them *"Are you all looking at the same picture?" "How could you possibly look at the same picture and see two different things?" "Is it really possible for people to see things differently even though they appear the same?"* Now have the students who see the old lady try to explain to those that don't see her where she is in the picture and those that see the young lady explain to the others where the old lady is. Then have a discussion about opposing viewpoints and different perspectives. Explain that because each of them is raised in a different family with different religions and different ethnic backgrounds, they often grow up with different customs, traditions and even ways of dealing with and seeing life. What we see often depends on our own personal experiences and values. Explain that because someone doesn't see things their way doesn't make that person wrong. It simply means that he or she has a different point of view. Make the point that because they see things one way doesn't mean that they are right and the other person is wrong. People can have differences and still get along and be friends as long as they respect each other's right to feel and think the way they do.

3. THE MALIGNED WOLF: After you have read the story on pages 121-122 to your class ask them to pretend that you are the wolf. Then initiate a discussion by asking them:

"Now you have heard my side of the story. How do you feel about me now?"

Encourage the class to listen acceptingly as each student who wishes to verbally react has a chance to do so. Then ask them:

"How did you feel about me before you heard my story?"

Other questions might include:

"How do you feel about Little Red Riding Hood now?"
"How did you feel about her before?"
"How do you feel about the grandmother now?"
"How did you feel about her before?"
"How do you feel about the lumberjack now?"
"How did you feel about him before?"

To take the discussion to another level, ask the students:

"Have you ever looked at some situation in your own life one way, but changed your mind about it after you listened to more than one person tell their side of the story?"

RESOURCES AND REFERENCES

Anger and Conflict

Articles:

"Six Ways To End A Marital War", Michael and Nina Shandler

"Fight It Out", Richard B. Stuart, Ph.D, Barbara Jacobson, Redbook Magazine, March 1985

"Stop Fighting and Start Loving Again", Norma Peterson, McCall's Magazine

"Want To Help Your Marriage? Fight Fair", Miami Herald, 1978

Books:

Peoplemaking, Virginia Satir, Science and Behavior Books, I972

The Intimate Enemy, How to Fight Fair in Love and Marriage, Dr. George R. Bach and Peter Wyden, Avon Books I968

Passive Men, Wild Women, Pierre Mornell, M. D., Ballantine Books, I983

The Romantic Love Question & Answer Book, Nathaniel Branden and E. Devers Branden, Bantam Books, I983

Pairing, How to Achieve Genuine Intimacy, Dr. George R. Bach and Ronald M Deutsch, Avon Books, I970

Creative Intimacy, Dr Jerry Greenwald, A Jove Book, I982

Family Communications,Keep Connected in Time of Change, Maureen Miller, Paulist Press I980

The Dance of Anger, Harriet Goldhor Lerner, Ph.D., Harper & Row Publishers, 1985

MATERIAL RESOURCES

For Posters write to:

1. Celestial Arts
   P.O. Box 7327
   Berkeley, California 94707

2. Children's Defense Fund
   122 C. Street, NW
   Washington, DC 20001

Pamphlets, newsletters and books on self-esteem, sexuality, child abuse, etc:

1. Child Welfare League
   440 First Avenue, NW
   Washington, DC 20001

2. Public Affairs Pamphlets
   381 Park Avenue South
   New York, New York l0016
   (212) 736-4161

3. MARCO PRODUCTS
   1443 Old York Road
   Warminster, PA 18974

4. Center For Populations Options (CPO)
   Curriculum (Sexuality, Employment,
   Teen Pregnancy, AIDS, etc.)
   1012 14th Street, NW, Suite 1200
   Washington, DC 20005
   (202) 347-5700

5. NOAPP - Newsletters
   National Organization on Adolescent
   Pregnancy andParenting
   4421-A East-West Highway
   Bethesda, MD 20814
   (301) 913-0378

6. National Mental Health Association
   1021 Prince Street
   Alexandria, Virginia 22314-2971
   (703) 684-7722

7. Marvin Melnyk Assoc.Ltd.
   PO Box 545
   Lewiston, NY 14092-0545

8. Children's Defense Fund (CDF)
   Adolescent Pregnancy
   Clearinghouse
   Posters, Publications
   122 C Street, NW
   Washington, DC 20001
   (202) 628-8787 / (202) 347-5700

9. Turning Point
   Book/Tape Distributors
   Seminars/Trainings
   Box 2551
   Del Mar, CA 92014
   (619) 755-6670

10. Performance Resource Press
    1863 Techology Drive, #200
    Troy, Michigan 48063

AUDIOVISUAL RESOURCE MATERIAL

The following is a list of suggested audiovisual resources. Not all of these films are current, and not all have a good racial or ethnic mix, but because of their strong message they are still recommended.

Sources:

Human Relations Media (HRM)
175 Tompkins Avenue
Pleasantville, New York I0570
Toll Free 1-800-431-2050

Perennial Education, Inc.
477 Roger Williams
P.O. Box 855 Ravinia
Highland Park, Illinois 60035
I-800-323-9084

Intermedia
1600 Dexter Avenue, N.
Seattle, Washington 98109
1-880-553-8336

New Day Films
22 Riverview Drive
Wayne, New Jersey, 07470-3I9I
(20I)633-0212 or 628-9III

Naw Dimension Films
85895 Lorane Highway
Eugene, Oregon 97405
(503) 484-7I25

ETR Associates
PO Box 1830
Santa Cruz, California 95061
(Low cost misc. videos: Write for catalogue)

SELF ESTEEM

Overcoming Inferiority (2 parts) HRM
Anger, The Turbulent Emotion (2 parts), HRM
Your Emotions: The Coping Process (2 Parts) Sunburst Communications, HRM
Thinking About Feelings, (2 parts), HRM
Masks, How We Hide Our Emotions, (2 parts), HRM
Achievement Skills: Reaching Your Potential (2 parts) HRM
Developing Self Respect (2 parts), Sunburst Communications, HRM
Becoming Responsible (2 parts) HRM
Depression: Recognizing It, Treating It (3 parts) HRM
Beating the Blues, Filmstrip 10 minutes, Perennial
Suicide: Causes and Prevention (2 parts) HRM
Adolescent Suicide: A Matter of Life and Death; (For Teachers) 16mm, 39 minutes, HRM
Running My Way, 16mm or video, 27 minutes, Children's Home Society of California

COMMUNICATION

Listening Skills: The Art of Active Listening (3 parts) HRM
Developing Social Skills: Learning Conversational Techniques, Filmstrip,4 parts, HRM

SUGGESTED SONG LIST/SELF ESTEEM

"Greatest Love of All", W. Houston
"We Are The World", USA For Africa
"I'm Special", Pat Benatar
"I'm Coming Out", Diana Ross
"Respect Yourself", Staples Singers
"Respect Yourself", Staple Singers
"The Great Pretender", The Platters
"Here Comes The Sun", Beatles
"Reach Out And Touch", Diana Ross
"You're Only Human", Billy Joel

Mutual Help Groups

ALCOHOLICS ANONYMOUS
For men and women who share the common problems of alcoholism.
468 Park Avenue South
New York, NY 10163

AMERICAN SCHIZOPHRENIA ASSOCIATION
c/o The Huxley Institute for Biosocial Research
For persons seeking cure and prevention of schizophrenia.
219 East 31st Street
New York, NY 10016

ASSOC. FOR CHILDREN AND ADULTS WITH LEARNING DISABILITIES
For children with learning disabilities and their parents to share information; obtain referrals; and advocate for changes in educational methods and opportunities.
4156 Library Road
Pittsburgh, PA 15234

CANDLELIGHTERS
For parents of young children with cancer for peer support.
2025 Eye St., N.W.
Washington, D.C. 20006

THE COMPASSIONATE FRIENDS
For bereaved parents: peer support.
P.O. Box 1347
Oak Brook, IL 60521

EMOTIONS ANONYMOUS
For persons with emotional problems: a Twelve-Step Program, adapted from the Alcoholics Anonymous Program.
P.O. Box 4245
St. Paul, MN 55104

EPILEPSY FOUNDATION
For epileptics and their families
4351 Garden City Dr.
Landover, MD 20785

FAMILIES ANONYMOUS
For concerned relatives and friends of youth with a wide variety of behavior problems
P.O. Box 344
Torrance, CA 90501

GAMBLERS ANONYMOUS
To help men and women to stop gambling.
2703A West 8th St.
Los Angeles, CA 90005

GRAY PANTHERS
An intergenerational movement
3635 Chestnut Street
Philadelphia, PA 19104

JUVENILE DIABETES FOUNDATION
For young diabetics and their parents
23 East 26th Street
New York, NY 10010

LA LECHE LEAGUE
For nursing and other new mothers
9616 Minneapolis Ave.
Franklin Park, IL 60131

MAKE TODAY COUNT
For persons with cancer and their families
P.O. Box 303
Burlington, IA 52601

MENDED HEARTS, INC.
For persons who have successfully undergone heart surgery; their families and friends.
7320 Greenville Ave.
Dallas, TX 75231

MENSA
For persons with high IQs
1701 West 3rd Street, Suite IR
Brooklyn, NY 11223

MUSCULAR DYSTROPHY ASSOCIATION
For muscular dystrophy patients and their families: peer support and advocates for increased research.
810 Seventh Avenue
New York, NY 10019

NARCOTICS ANONYMOUS
For narcotic addicts: peer support for recovered addicts.
P.O. Box 622
Sun Valley, CA 91352

NATIONAL ALLIANCE FOR THE MENTALLY ILL
For families and friends of seriously mentally ill individuals; provides information, emotional support, and advocacy through local and State affiliates.
1200 15th St., N.W.
Washington, D.C. 20005

NATIONAL ASSOCIATION FOR RETARDED CITIZENS
For mentally retarded children and adults and their families: advocates for research and services.
2501 Ave. J
Arlington, TX 76011

NATIONAL FEDERATION OF THE BLIND
For blind persons and their families: peer support and advocacy.
1629 K St., N.W.
Washington, D.C. 20006

NATIONAL GAY TASK FORCE
For gay people
80 Fifth Ave., Rm. 1601
New York, NY 10011

NATIONAL PARKINSON FOUNDATION, INC.
For Parkinson's patients and their families
1501 N.W. 9th Avenue
Miami, FL 33136

NATIONAL SOCIETY FOR CHILDREN AND ADULTS WITH AUTISM
For autistic children and their families: peer support, advocacy for research and treatment.
1234 Massachusetts Avenue, NW
Washington, D.C. 20005

NEUROTICS ANONYMOUS
For the mentally and emotionally ill.
P.O. Box 4866
Cleveland Park Station
Washington, D.C. 20008

OVEREATERS ANONYMOUS
For overweight persons: peer support and programs to combat compulsive overeating.
2190 West 190th Street
Torrance, CA 90504

PARENTS ANONYMOUS
For parents of abused children: peer support, information, crisis intervention.
22330 Hawthorne
Torrance, CA 90505

PARENTS WITHOUT PARTNERS
For single parents and their children: peer support.
7910 Woodmont Avenue
Bethesda, MD 20814

REACH TO RECOVERY
For women who have had mastectomies: visitation by peers, peer support, through local cancer societies.
777 Third Avenue
New York, NY 10017

RECOVERY, INC.
For former mental patients: peer support.
116 South Michigan Avenue
Chicago, IL 60603

THEOS FOUNDATION
For the widowed and their families
The Penn Hills Mall Office Bldg.
Rm. 306
Pittsburgh, PA 15235

UNITED CEREBRAL PALSY
For those with cerebral palsy
66 East 34th Street
New York, NY 10016

WIDOWED PERSONS
For widows and widowers: peer support.
1909 K Street, NW
Washington, D.C. 20049

For further Information:

National Self-Help Clearinghouse
33 West 42nd Street,
Room 1227
New York, NY 10036
(212) 840-7606

LIFE SKILLS WORKSHOPS AND STAFF-DEVELOPMENT

PATRICIA KRAMER, nationally recognized lecturer, trainer and author, is president of **Equal Partners: The Self-Esteem Institute,** an educational consulting firm that has been conducting nationwide training programs for schools, social services agencies and national organizations for the past nine years. Ms. Kramer has been a guest on national radio and television shows and been featured in many educational and national publications. She also has been a featured speaker at many national educational conferences. Pat is the creator of the innovative curriculum/program **"The Dynamics of Relationships: A Guide to Developing Self-Esteem and Social Skills"**—designed to take a preventive approach to crisis issues—which is used extensively in schools, hospitals, treatment centers, youth programs throughout North America. She has also written the **"Discovering"** series—a 4-book series on self-esteem for high-interest and low-level students. She has also received The Golden Apple Award *"for making an outstanding contribution toward the development and furtherance of Self-Esteem"* by the Foundation for Self-Esteem. In-service or staff-development can be tailored to the needs and requirements of schools and organizations and can be scheduled from half-day workshops to 45-hour training. Participants may also receive graduate credits. **For further information contact: EQUAL PARTNERS: The Self-Esteem Institute, 14526 Banquo Terrace, Silver Spring, MD. 20906 (301) 438-0082; 1-800-438-0081**

KEYNOTE PRESENTATION

A dynamic presentation of the "Big" picture—where we've been and where we're going. A look at the major crises issues of the 90's; **substance abuse, teen suicide, teen pregnancy, drop-out, violence.** This workshop will explore what the real problems of youth are and what participants can do to prevent them.

FOR THE SAKE OF OUR KIDS: PROFESSIONAL STAFF-DEVELOPMENT

Teachers, Mental Health Professionals, Counselors, Clergy, etc.

A series of training sessions to prepare professionals to deal more effectively with the myriad of social issues and problems confronting youth and families. Some of the topics participants will learn:

* **Powerful new strategies to help build and maintain self-esteem in youth;**
* **Techniques to empower young people to be able to deal with peer and social pressure;**
* **Ways to create a nurturing and positive learning environment, and improve student/teacher rapport;**
* **Successful prevention and intervention strategies for working with at-risk youth and changing problem behavior;**
* **How to teach students alternatives and options to acting out in destructive ways;**
* **How to deal more sensitively with the complex problems with which students are confronted ;**
* **How to model and teach effective communication, coping and conflict-resolution skills; and**

Have a one-day mini-workshop to a 45-hour staff-development presented at your school or facility. Staff will leave with a renewed energy and a stronger commitment to the youth with whom they interact.

45-Hour Training for "THE DYNAMICS OF RELATIONSHIPS"

A specifically designed 45-hour workshop to introduce, familiarize, desensitize and teach the basic skills and concepts of **"The Dynamics of Relationships"** program. Each day will be devoted to learning specific skills, exercises and activities related to various topics in the text. It is primarily experiential and participation of class members is encouraged. This workshop will enable the participant to comfortably teach or implement the course.

PARENT PROGRAMS

This workshop explores how parents can become more loving and more effective parents. Parents will learn how they can help their children: 1) build self-esteem; 2) communicate more effectively; and 3) deal with conflict and anger in constructive ways.

---------- *Tear Here* ----------

___ *I am interested in talking with you further about your workshops. Please contact me.*

*Name:*_____ *School/Organization:*_____

Address: _____

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EQUAL PARTNERS: The Self-Esteem Institute

14526 Banquo Terrace, Silver Spring, MD. 20906 (301) 438-0082; 1-800-438-0081

LIFE SKILLS WORKSHOPS AND STAFF-DEVELOPMENT

PATRICIA KRAMER, nationally recognized lecturer, trainer and author, is president of Equal Partners: The Self-Esteem Institute, an educational consulting firm that has been conducting nationwide training programs for schools, social services agencies and national organizations for the past nine years. Ms. Kramer has been a guest on national radio and television shows and been featured in many educational and national publications. She also has been a featured speaker at many national educational conferences. Pat is the creator of the innovative curriculum/program **"The Dynamics of Relationships: A Guide to Developing Self-Esteem and Social Skills"**—designed to take a preventive approach to crisis issues—which is used extensively in schools, hospitals, treatment centers, youth programs throughout North America. She has also written the **"Discovering"** series—a 4-book series on self-esteem for high-interest and low-level students. She has also received The Golden Apple Award *"for making an outstanding contribution toward the development and furtherance of Self-Esteem"* by the Foundation for Self-Esteem. In-service or staff-development can be tailored to the needs and requirements of schools and organizations and can be scheduled from half-day workshops to 45-hour training. Participants may also receive graduate credits. **For further information contact: EQUAL PARTNERS: The Self-Esteem Institute, 14526 Banquo Terrace, Silver Spring, MD. 20906 (301) 438-0082; 1-800-438-0081**

KEYNOTE PRESENTATION

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EQUAL PARTNERS
The Self-Esteem Institute

***EQUAL PARTNERS*, publishers of the popular texts,"THE DYNAMICS OF RELATIONSHIPS" is now also distributing a selection of books and tapes that will contribute further to your helping young people look toward the future with hope and optimism.**

THE DYNAMICS OF RELATIONSHIPS by Patricia Kramer. This series takes a preventive approach to combating crises by teaching young people how to build and maintain self-esteem, effective communication coping and decision-making skills. These are hands-on, how-to manuals that speak directly to kids. A myriad of other important and timely issues are addressed. (e.g. teen pregnancy, suicide, AIDS, gangs, date rape, jealousy, dating, love, marriage, etc.) The teen series (grades 8-12) contains a two-part teacher and a two-part student manual. (Book 2 contains sensitive topics such as sexuality, homosexuality, etc.) The preteen series (grades K-7) also contains a teachers manual (K-7) and a student manual (grades 4-7). Both books include anecdotes, cartoons, and activities. (See form on back to get information on Pat Kramer's powerful staff-development and training programs.) A SPANISH VERSION OF THE PRETEEN BOOK WILL BE AVAILABLE DECEMBER '94.

DISCOVERING SELF-EXPRESSION AND COMMUNICATION by Patricia Kramer. This high-interest, low-level reading (5th-6th grade) multi-culturally illustrated book for teens and preteens is designed for at-risk, special education and alternative school students. It helps young people to explore the communication process, listening skills and effective ways of expressing feelings and ideas. It can be used at the secondary or elementary/middle school level.

IF I DON'T LOVE ME WHO WILL? an audio cassette by Patricia Kramer. Hear Patricia speak live at the 1993 American Home Economics Conference. She shares her urgent message about the "real" problems of youth and how we can truly prevent the dysfunction affecting young people and their families. She offers solutions—not just another crisis-intervention approach.

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PAYMENT or PURCHASE ORDER MUST ACCOMPANY ORDER!!

(PRICES SUBJECT TO CHANGE WITHOUT PRIOR NOTICE - ALLOW 2-4 WEEKS FOR DELIVERY)

_____	The Dynamics of Relationships Teacher's Manual (Teen) Book 1 @ 30.95	$_____
_____	The Dynamics of Relationships Teacher's Manual (Teen) Book 2 @ 8.95	$_____
_____	The Dynamics of Relationships Teacher's Manual (Teen) Book 1 & 2 @ 35.95	$_____
_____	The Dynamics of Relationships Student's Manual Book 1 (Teen) @ $18.95	$_____
_____	The Dynamics of Relationships Student's Manual Book 2 (Teen) @ $ 7.95	$_____
_____	The Dynamics of Relationships Book 1 and 2 (Teen) @ $20.95	$_____
_____	The Dynamics of Relationships Teacher's Manual (Preteen) @$17.95	$_____
_____	The Dynamics of Relationships Student's Manual (Preteen) @ $13.95	$_____
_____	The Dynamics of Relationships Teacher's Manual/Spanish (Preteen) @ $17.95	$_____
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FREE 30-DAY EXAMINATION

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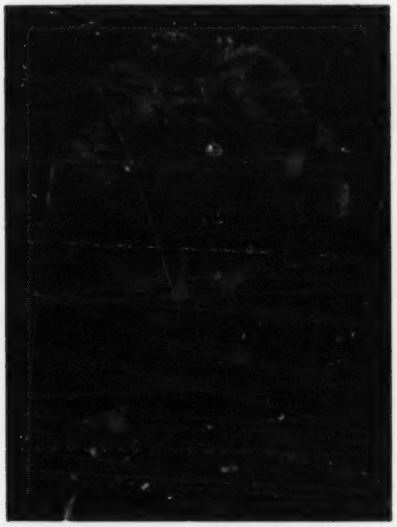
I shall pass through this world but once,
If therefore there be any kindness I can show,
Or any good thing I can do,
Let me do it now.
Let me not defer it or regret it,
For I shall not pass this way again.

ABOUT THE AUTHOR



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She also has been a featured speaker at many national educational conferences. Ms. Kramer developed a training program for the National Educational Association (NEA) to enhance teacher effectiveness and build self-esteem in African American students. In 1991, she completed the **DISCOVERING** series, a 4-part high-interest, low-level social skills program. Ms. Kramer has been a guest on national radio (Larry King Show) and television and been featured in many educational magazines and other national publications. She has also received The Golden Apple Award from The Foundation for Self-Esteem "for making an outstanding contribution toward the development and furtherance of self-esteem" and was recognized by the District of Columbia Association of Counseling and Development for outstanding "Program Development."

Ms. Kramer believes that children can't learn or live productive lives if they're hurt, angry, and lacking the confidence and coping skills to handle the complexities of day to day life. The key to unlocking their potential is ***Self-Esteem.*** When children feel good about themselves, they do not act out in destructive ways. It is our responsibility as youth-related professionals to do what we can to help them feel good about themselves.

WHAT THEY'RE SAYING ABOUT "THE DYNAMICS OF RELATIONSHIPS"

"Dynamics of Relationships" has more information, wisdom and practical ideas for helping young people between its covers than I've ever seen anywhere. It is an entire encyclopedia in one volume."

- Jack Canfield, co-author "101 Ways to Enhance Self-Concept"

"When the class is evaluated by students, The Dynamics of Relationships always draws rave reviews. I often have students return and tell me that they lost their copy and they're having difficulty with a certain relationship, may they buy another copy." *- Sally Bauer, Teacher, Benson HS, Anchorage, Alaska*

"Never in my fourteen years has a course had such a dramatic impact in changing negative attitudes in young adults. ...It was the missing ingredient that kept some of my seniors from dropping out of school.

- Leroy Swain, Social Studies Teacher, McKinley HS Wash DC

"Your book has been a part of my curriculum for many years. Students tell me they use it whenever they experience a personal crisis. They feel it is one of the best texts they have to help them through daily living.

- M.A. Willard, Family Ed Teacher, Turner HS, Beloit, WI

"After four weeks, the 140 students in the 'Dynamics' program are showing significantly more interest in school. They believe that they are important people in the school environment. *Dr L. E. Boyles, Former Superintendent, KS*

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